DOCUMENT RESUME

ED 387 195 JC 950 500

AUTHOR Allan, Beverly; And Others

TITLE Exemplary Practices: Cost-Effectiveness in Developmental Education. 1992-1994 Grant Project. Results of the Survey of Developmental Education Practices.

INSTITUTION J. Sargeant Reynolds Community Coll., Richmond, Va.

SPONS AGENCY Virginia State Council of Higher Education, Richmond.

PUB DATE Feb 95

NOTE 124p.

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Administrative Organization; Community Colleges; Cost Effectiveness; Delivery Systems; *Developmental Studies Programs; *Educational Practices; Predictor Variables; Program Effectiveness; *Program Implementation; Resource Allocation; Staff Utilization; Student Placement; Two Year Colleges

ABSTRACT

In August 1993, J. Sargeant Reynolds Community College, in Virginia, undertook a study of developmental education (DE) practices in community colleges in Virginia and the other 14 member states of the Southern Regional Education Board to determine factors associated with program effectiveness. Surveys were mailed to the presidents of 313 two-year colleges, requesting information related to DE organization and staffing, policies and procedures for placement and instruction, instructional delivery, funding, and assessment of program effectiveness. Study results, based on responses from 82% (n=257) of the colleges, included the following: (1) 46% indicated that DE courses were embedded within the traditional academic department and had no separate identity; (2) 74% indicated that they used nationally normed standardized tests to identify and place at-risk students, with 33% of these using computerized tests; (3) 44% indicated that funds were allocated through a basic budget plus adjustment for enrollment changes, compared to 33% reporting a fixed budget, and only 29% had a process for reviewing DE costs; and (4) end-of-course student evaluations were used by 62% of the respondents to assess DE effectiveness, periodic review of research reports by 50%, and comprehensive, systematic reviews by 42%. Extensive appendixes provide tables showing responses by state and cross-tabulations of eight factors associated with program effectiveness: delivery system, level of the administrator responsible for DE, selection of placement tests, the process for assigning DE faculty, provision of training for DE faculty, restrictions on course load for DE students; processes for reviewing DE costs, and methods to reduce costs. (KP)

ED 387 195

Results of the

SURVEY OF DEVELOPMENTAL EDUCATION PRACTICES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Schaffer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
• 1992-1994 GRANT PROJECT •

EXEMPLARY
PRACTICES:
COST-EFFECTIVENESS
IN
DEVELOPMENTAL
EDUCATION

J. Sargeant Reynolds Community College
Richmond, Virginia

JC 950 500

BEST COPY AVAILABLE

Results of the

SURVEY OF DEVELOPMENTAL EDUCATION PRACTICES

EXEMPLARY
PRACTICES:
COST-EFFECTIVENESS
IN
DEVELOPMENTAL
EDUCATION

1992-1994 GRANT PROJECT

Source of Funding:
Council of Higher Education for Virginia
Funds for Excellence Program

Directed By:
J. Sargeant Reynolds Community College

February 1995

Dr. Beverly Allan
Project Director
Director, Curriculum & Educational Planning

Ms. Lonnie Schaffer
Project Coordinator
Coordinator, Academic Assessment

Ms. Paula Runk
Analyst

Mr. Bruce Bartek
Coordinator
Institutional Research

Ms. Frances Melton
Executive Secretary

R-86

TABLE OF CONTENTS

SUMMARY OF SURVEY RESULTS

Introduction 1

Organization and Staffing 4

Policies and Procedures for Placement and Instruction 9

Instructional Delivery 13

Funding for Developmental Education 16

Assessing the Effectiveness of Developmental Programs 17

Institutional Information 19

Factors Associated With Program Effectiveness 21

APPENDICES 25

A. Overall Response Rate by State

B. Responses by State (Questions 1-48)

C. Crosstabs for Factors Associated With Program Effectiveness

SUMMARY OF SURVEY RESULTS

Introduction

Recent national and state-level commission reports of the past few years reaffirm the important role of community colleges in remediation to prepare students for postsecondary instructional programs. One of the most prominent of these reports was one prepared by the Commission on the Future of Community Colleges[1] in 1988 under the leadership of Honorary Chair Senator Nancy Kassebaum and Chair Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching. Several of the Commission recommendations related directly to remedial education and stressed the need for state funding formulas to fully recognize the level of support required to serve under-prepared students.

A 1988 report of the Committee on the Future of the Virginia Community College System (VCCS), entitled *Toward the Year 2000*, while reaffirming the role of developmental education in the VCCS, presented a challenging recommendation relating to instructional methodologies in the colleges' approaches to developmental education, citing the need for support services and a diversity of instructional techniques.

The Council of Higher Education for Virginia (SCHEV) in 1992 submitted a report to the General Assembly in response to their request for a study on barriers students face in their movement from high school through college--barriers that affect their ability to graduate on time, if at all. Acknowledging the need for remedial programs in the state, the Council recommended that most remediation should be done in the community colleges. The Council further recommended that students whose academic skill levels indicate they are unlikely to benefit from a college education should not be admitted to any higher education institution in the state--four-year or two-year.

The policy issues raised by these commission reports relate directly to the cost of remedial programs and the expectations colleges set for students requiring this kind of educational support. The need to respond to these challenges has, as John Rouche points out, put the community colleges "between a rock and a hard place."[2] How can community colleges serve an increasingly large and complex population of students "at risk", and at the same time deal with retrenchment in the wake of serious fiscal constraints?

---

[1] Report title: *Building Communities, A Vision for a New Century*. Commission appointed by American Association of Community and Junior Colleges.

Evidence in VCCS assessment reports to the State Council for Higher Education suggests that there are wide variations among community colleges in placement and exit standards in developmental education programs, and that virtually no attention has been paid to monitoring the costs of these programs. Furthermore, success rates in developmental courses are lower than desired levels, and attrition rates are higher than expected. Although there has been some evidence that completion of developmental courses positively impacts students' subsequent success with college-level work, most studies of developmental programs lack consistent data elements or standard definitions necessary for meaningful evaluation and comparison of results. While it is not necessary to insist upon complete consistency and uniformity in student outcomes or their measurements, any investigation of remedial programs to identify factors that contribute to student success does require some standard data elements to carry out accurate and meaningful analyses.

In addition to academic data, accurate costing data must be available to critically assess the cost-effectiveness of developmental programs. Assessing student outcomes or the impact of various instructional interventions must be combined with an examination of the costs of maintaining developmental programs if they are to remain a viable component of the community college's program offerings.

Supported by a 1992-94 Funds for Excellence grant from the State Council for Higher Education in Virginia, J. Sargeant Reynolds Community College undertook a two-year project entitled *Exemplary Practices: Improving Cost-effectiveness of Developmental Programs in Virginia Community Colleges*. JSRCC directed this effort as a statewide initiative to recommend a cost-effective model for developmental studies programs in the VCCS that would impact student success while containing costs.

---

[2] Rouche, J. E. and Roueche, S. D. *Between a Rock and a Hard Place*. The American Association of Community Colleges, 1993.

To conduct an evaluation of various instructional methodologies and organizational structures, and to identify factors associated with cost-effective developmental programs, the JSRCC project team conducted a survey of developmental education practices in Virginia community colleges and the other fourteen state members of the Southern Regional Education Board (SREB). The survey questions examined six major areas: organization and staffing; policies and procedures for placement and instruction; instructional delivery; funding; assessment of program effectiveness; and institutional information.

For purposes of this study, a "developmental course" was defined as any course taught to prepare a student for college-level work; it was not to include what is commonly thought of as a literacy course or adult basic education. A "developmental education program" was defined as a set of activities intended to remediate or develop students' skills and knowledge as preparation for college-level work. This set of activities would include instruction as well as any support services provided to facilitate students' cognitive and affective development.

Using the findings from a literature search as a guide, a survey of fifty questions was developed over a period of several months. Several iterations of the survey were reviewed by the grant Advisory Committee and a pilot was conducted at four VCCS institutions in June 1993. A second pilot was conducted at five SREB institutions in July 1993.

In August 1993, surveys were mailed to the presidents of 313 two-year colleges in the SREB member states. Dr. Arnie Oliver, Chancellor, VCCS, provided a strong letter of support for the project, which was used as a cover letter for the initial mailing of the survey. A second mailing and follow-up postcards were used to maximize the return rate. Institutions were asked to designate one person at the college as a contact who would have overall responsibility for collecting the data and information needed. Overall response rate for the survey was 257/313 or 82%. Table I summarizes the response rates by SREB state.

Tables of survey results for each question by state are appended to this report. The narrative that follows summarizes those results by major areas outlined earlier.

Organization and Staffing

College efforts to meet the needs of under-prepared students are characterized by the organizational structure of, and the faculty/staff resources allocated to, a delivery system of developmental education. The questions in the first section of the survey asked colleges to identify how their developmental program is structured and staffed. For purposes of the survey, an academic division was considered to be the broadest organizational unit, incorporating a number of academic programs or majors under a single administrator (division chair, dean, or director). An academic department or discipline represented a single branch of knowledge or teaching area administered by a program head or department chair.

The organizational structure most frequently reported by the colleges was developmental courses embedded within a traditional academic department or discipline. One hundred fifteen (46%) institutions indicated that developmental courses are embedded, or void of any structural identity. On the other hand, almost one fourth (24%) of the institutions described the organizational structure of their program as a separate comprehensive division, incorporating all instruction and support services in the delivery of developmental education. The remaining colleges organize their developmental program as a separate department or discipline within an academic division.

(It should be noted that the program structure for developmental mathematics, writing and reading was the same for each discipline at a vast majority of institutions, but where differences existed, reading and study skills were listed as a separate division or structurally organized differently from mathematics and writing.)

With the exception of Kentucky, most states reflect overall a specific organizational structure. The majority of institutions in Alabama, Florida, Maryland, Mississippi, and Virginia have developmental courses embedded in traditional departments. In Georgia, South Carolina, and Tennessee, a majority of institutions indicate they have a separate comprehensive division of developmental education. The remaining states reflected a variety of organizational structures.

In terms of first-line academic administrative responsibility for developmental education, the majority of institutions (55%) indicated that a high level administrator (division chair, dean or director) has responsibility for their program. Approximately one fourth (24%) of the institutions identified a department chair. In only 5% of the institutions does a teaching faculty member without release time or administrative title have responsibility for developmental education; and only 8% of the institutions have no identifiable coordination of their developmental education program. Although Kentucky is the only state in which a majority of institutions indicate faculty responsibility or no coordinative responsibility for their programs, Alabama and Mississippi also have higher numbers of institutions in this category than other SREB states.

In describing the relationship of student services, such as counseling and tutoring, to the delivery system for developmental education, a large majority of institutions (68%) administer these services through a separate division not exclusively devoted to developmental education.

The states where more than a third of the colleges embed student services within their developmental programs are Tennessee (33%), Alabama (36%), Oklahoma (38%), and Mississippi (39%). Overall, the percentage of institutions that embed student services within their developmental program (25%) is consistent with the percentage of institutions that have a separate comprehensive division for developmental education (24%); however, a cross tab of questions 1 and 3 indicate that only 35% of the institutions with a comprehensive division of developmental education embed student services within their delivery system. Apparently, most respondents interpreted the comprehensive division in terms of instruction only. Institutions with a separate department of developmental education were just as likely to report student services embedded in their delivery system as those with a comprehensive division of developmental education.

Questions 4 and 5 in the survey dealt with the selection and administration of placement tests for the purpose of placement in developmental courses. Over one third of the institutions in Arkansas, Louisiana, North Carolina, and South Carolina indicated that the admissions office selects the placement tests. Respondents most frequently (42%) identified appropriate academic departments or disciplines as having responsibility for selecting tests, but only 6% indicated that the academic departments actually administered the placement tests. Assessment offices (33%) or counseling offices (31%) were most frequently identified as administering the placement tests, followed by admissions offices (25%).

Forty percent (40%) of the institutions selected the option of "other" and frequently described their college's process of test selection in terms of representative selection committees or state mandates. Of the 146 institutions that wrote comments on this question, a fourth of them identified a committee or task force as responsible for selecting placement tests. Institutions from six states indicated that they were under a state mandate concerning placement test selection: Alabama, Arkansas, Florida, Georgia, Tennessee, and Texas.

In terms of instruction, a majority of institutions (61%) hire faculty specifically to work with developmental students. Forty percent (40%) of respondents indicated that faculty are administratively assigned to work with developmental students, and 21% use faculty volunteers. It appears that institutions use a combination of processes to assign faculty to developmental courses and that attempts are made to hire specifically for developmental courses. There were only three states in which less than half of the institutions hire faculty specifically for that purpose--Louisiana (25%), Maryland (47%), and Virginia (48%). Institutions in these three states appear to rely heavily on faculty volunteers to teach developmental courses.

Respondents were asked to identify areas in which some kind of special training is provided for faculty to work with developmental students. Although 11% of institutions did not respond to this question, training in the development of course objectives and content was most frequently reported with 62% of the respondents providing that kind of training. Techniques for instruction and training in student evaluation are provided in 61% of the institutions, followed by applications of technology (50%), counseling/advising skills (40%), and others (21%).

The portion of full-time developmental faculty who receive special training was reported as "some" by the majority of institutions (61%). More than one fourth (26%) of the institutions reported that "all" faculty teaching developmental courses receive special training, and only 13% of the institutions reported no special training for full-time developmental faculty.

Although the percentage of institutions that report "some" special training for part-time faculty is consistent with that reported for full-time faculty, a fourth of the institutions (25%) reported that part-time faculty receive no special training to work with developmental education students.

Again, it appears that most institutions attempt to hire and train faculty to work specifically with this group of special students. Conferences on developmental education topics are the most frequently provided opportunities for professional development at 79% of the institutions. Forty-four percent (44%) of the institutions provide educational funds for specialized training and nearly one fourth provide release time for research or training. One fifth of the institutions, however, indicate that no funds are provided specifically for developmental education training.

In terms of faculty utilization, the questionnaire drew responses that were difficult to interpret. Institutions were asked to estimate the percentage of the developmental course load taught by full- and part-time faculty, but in many cases the percentages added up to more than 100% of the total. Nevertheless, several observations can be made.

Colleges were more likely to have full-time reading faculty who teach only developmental courses than they are to have full-time faculty teaching only developmental writing or mathematics. Over half of the institutions (54%) have full-time developmental reading faculty; 42% have full-time developmental writing and 42% have developmental mathematics faculty that teach developmental courses only.

In 60% of the institutions that have full-time developmental reading faculty, over half the developmental reading courses are taught by these faculty. In only 40% of the institutions that have full-time developmental writing faculty and in only 32% of the institutions that have full-time developmental mathematics faculty, are over half the developmental courses taught by these full-time faculty.

The developmental course load is a shared responsibility among the faculty. Two-thirds of the institutions use full-time faculty that teach both developmental and college credit courses in writing (65%) and mathematics (68%). Only 38% of the institutions use full-time faculty to teach both developmental reading and college credit courses. In all three discipline areas, three fourths of the institutions use part-time faculty, and in one fourth of those institutions, part-time faculty teach over 50% of the developmental course load.

In terms of FTE teaching faculty committed to developmental courses, 29% of the responding institutions had over three FTE in reading; 36% had over three FTE in writing; and 54% had over three FTE in developmental mathematics. Combining this information with the information on developmental class size (question 27), it appears that at most institutions the greatest student need for remediation is in developmental mathematics.

Ninety-seven percent (97%) of the institutions indicated that, in addition to teaching faculty, other personnel are used to support their delivery system for developmental education. Institutions reported most frequently (82%) that peer tutors are used, followed by counselors whose responsibilities include developmental students (71%). Almost two thirds of the institutions employ lab/teaching assistants (65%), and about one fourth (24%) use counselors whose primary responsibility is developmental students.

Finally, in the area of organization and staffing, colleges were asked if, in the past ten years, their institution has changed the structure of their delivery system for developmental education, and whether or not the changes improved the effectiveness of the programs. Almost three fourths (74%) of the institutions reported making changes to their delivery system for developmental education, and 94% of those reported that the changes improved the program's effectiveness.

Two thirds of the colleges responding to this question wrote brief descriptions of the changes made, and not surprisingly, a fourth of those changes were in the extent of computerization or use of technology in their delivery systems for developmental education. Changes were made in methods of instruction in more than a fourth (27%) of the institutions, with the most frequently reported change being from self-paced to a classroom or lecture approach to instruction. Nine institutions moved from one format to a combination of formats to deliver instruction, and curriculum changes were made in 15% of the institutions.

In terms of changes to the organizational structure of the developmental program, twenty-two institutions moved from developmental courses embedded in the disciplines to a separate department or division for developmental studies. Half that number, or eleven institutions, moved away from a separate organizational structure to embed developmental courses in traditional academic disciplines. It should be noted that, regardless of the direction of their move, all but one of those 33 institutions believed that the change improved their program of developmental education!

Twenty-two institutions adopted policies for mandatory placement in or completion of required developmental courses; only one institution eliminated their mandatory placement policy. Four institutions developed systems for tracking student success, and six institutions made changes in classroom size.

Fifteen percent of the program changes described involved the addition of instructors, administrative, or support staff or laboratories/learning labs to the delivery system for developmental education. Only one institution mentioned the addition of funds for student services.

Respondents used a variety of measures to document improved effectiveness resulting from changes in their developmental programs. The most frequently reported measures were improved retention rates and success in college level courses, followed by student satisfaction and higher completion rates in developmental courses. Institutions were just as likely to report, however, that no follow-up or assessment has been made or that results were not yet available.

Policies and Procedures for Placement and Instruction

The questions in this section focus on the issues of appropriate placement into courses and the standards related to placement after students are admitted to the college. Colleges were also asked to identify institutional policies related to developmental course credit, course length, grading, and class size.

Respondents were allowed to check more than one means of identifying "at risk" students for placement purposes. Nationally normed standardized tests were the most frequently identified assessment measures used for placement and identifying "at risk" students. Almost three fourths (74%) of the institutions selected this option; and of those institutions that use a nationally normed test, a third (33%) of them use a computerized test.

Sixty percent of the survey respondents use ACT/SAT results as an assessment measure, and almost half (49%) use a writing sample. High school grades and previous college work are used as assessment measures at 41% of the institutions, and a third (34%) of the institutions use locally developed placement tests.

Of the institutions that use criterion referenced tests (17%), a fifth (21%) use a computerized test. Only 9% of the institutions indicated that they use personality/learning styles inventories to identify students "at risk".

It is clear from responses to questions about placement testing policies that in most institutions, students do not have an option in taking placement tests. Over half (51%) of the institutions have policies of mandatory testing for all students enrolling at the college for the first time. Just over thirty percent (31%) require testing prior to admission to any curriculum or major (award-seeking students), and 22% of the colleges have a mandatory testing policy for students prior to enrollment in certain courses. Only 4% of the institutions state that students have the option of whether or not to take the placement test(s).

Placement test requirements are waived on the basis of success in previous college course work in 70% of the institutions. Over half (55%) of the institutions waive placement tests on the basis of ACT/SAT scores, and 38% base waivers on successfully completed developmental courses. Although high school grades have been shown to be a valid predictor of college success, only 3% of the institutions allow waivers on the basis of high school grades.

One in seven institutions permit no waivers of placement tests, and a large majority of institutions (70%) permit limited retests.

Although three fourths of the institutions use nationally normed standardized tests, only one fourth of the institutions (26%) indicated they use national norms to determine cut-off scores for appropriate course placement. Over half of the institutions (59%) use locally developed norms. Grade level equivalencies were least likely to be used as a basis for cut-off scores with only 6% of the institutions choosing this option. Nearly one in five institutions (18%) identify deficiencies or competencies as a basis for determining appropriate course placement.

Just as in the case of test selection, institutions in Alabama, Arkansas, Florida, Georgia, Tennessee, and Texas indicated that cut-off scores are state mandated. In addition, a West Virginia institution indicated that the state sets standards for cut-off scores, although the appropriate academic departments select the test(s) used for placement in developmental courses.

Relative to placement test results, institutions were asked if there is a level below which students are referred to public schools or other local or community agencies rather than their own college services for removing deficiencies. Consistent with community colleges' commitment to an open door admissions policy, over three fourths (79%) of the institutions responded that there was no minimum reading competency level for providing remediation. In those institutions that described a minimum grade level, the level was defined within a range from below third grade level to below high school level. These wide variations would indicate a lack of a consensus on standards for readiness to do college-level work.

The survey produced similar results in writing and mathematics, where 87% and 89% of the institutions surveyed do not have a floor below which students are not remediated at the community college. Institutions in South Carolina were most likely to set minimum competency levels in reading, writing, and mathematics.

A related but separate issue is that of mandatory placement and successful completion of developmental courses before attempting college-level work. The requirement to complete developmental course work is most clearly evident in both mathematics and writing, where 88% of the institutions have policies mandating completion of developmental prerequisites before attempting subsequent college-level math and English courses. Relative to non-math and non-English courses, the percentages drop to 25% and 30% respectively in requiring developmental prerequisites in math and English. Fewer institutions appear to enforce mandatory placement and course completion in developmental reading; 72% of those surveyed have reading prerequisites for specifically identified credit courses.

The influence of a state mandate is reflected in responses to this question about mandatory placement; 100% of the institutions in Arkansas, Florida, Georgia, Louisiana, Tennessee, Texas, West Virginia, and Virginia require successful completion of developmental math or writing before attempting college-level math or writing courses. In Georgia, Tennessee, and West Virginia, 100% of the institutions report mandatory reading prerequisites for specific college-level courses. Kentucky institutions were the least likely to enforce placement and remedial course completion requirements.

Only 16% of the institutions reported mandatory restrictions placed on the course (credit) load of students enrolled in developmental courses. The remaining institutions were almost evenly split between recommended limits (43%) and no restrictions (42%) on credit loads. Where a specific number was reported, the most frequently given limit was 12 credits, and a large majority (69%) set limits at 15 credits or under. Less than a third of those who defined limits (31%) set limits above 16 credits.

Respondents' comments indicate that, when not formally restricted, credit limits are frequently recommended by advisors depending on a student's personal circumstances relative to placement test scores, academic history, intended major, and employment or family demands. Institutions in Georgia were most likely to require or recommend limits (82%). Kentucky institutions were least likely to impose credit limits (27%).

If unsuccessful in completing a developmental course in the first attempt, students are permitted at all (100%) institutions to repeat or re-enroll in developmental courses for additional terms. A slight majority (53%) of institutions limit the number of course repeats, require special permission for enrollments beyond the limit, or terminate financial aid if students exceed the limit for developmental credit hours attempted. However, a large majority of the institutions in several states permit unlimited re-enrollments: Alabama (77%), Arkansas (86%), Kentucky (82%), Mississippi (77%), North Carolina (64%), and Texas (81%). The states most likely to limit re-enrollments are Florida (100%), Georgia (100%), South Carolina (85%), Tennessee (100%), West Virginia (100%), and Virginia (96%).

A majority of the institutions responding to the survey (63%) use a traditional grading scale (A, B, C. . .) in developmental courses. A third of the institutions (34%) reported using "other" grades in place of, or in addition to, more traditional grades (e.g., IP, L, N, X, CS, CT, PR, Y, 1, 2, 3 . . .) to indicate progress made in meeting course objectives. There is evidence of statewide consistency in the use of particular grading scales. Over three fourths of the institutions in Virginia (78%) use successful/unsuccessful and "R" grades; 92% of the institutions in Mississippi use the traditional A, B, C . . .; 80% of Florida's institutions and 86% of Arkansas colleges use the traditional grading scale; and 81% of the institutions in Kentucky use pass/fail grades.

Statewide consistency is also evident in the kind of credit given for developmental courses. In Georgia, Kentucky, Tennessee, West Virginia, and Virginia, 100% of the institutions responding give institutional credit only for developmental courses. Overall, 86% of all SREB two-year institutions award institutional credit only, and 12% award no credit at all for developmental work. A total of five institutions out of 250 responding to this question award degree credit for remediation. One institution remarked that CEUs (Continuing Education Units) are awarded.

Although 88% of the institutions award some type of credit for developmental courses, and 63% use traditional letter grades, only 45% of the institutions use grades earned to compute the student's grade point average. There appears to be less consistency and greater variation within states concerning the computation of GPA when compared to other policies related to grading and awarding credit.

Institutions show the greatest statewide consistency in describing the calendar format used for developmental courses. With only four exceptions (Alabama, Georgia, North Carolina, and West Virginia), between 85% and 100% of the institutions within the individual SREB states use a semester length format. Alabama, Georgia, and North Carolina use a quarter length format; West Virginia uses an open exit format upon completion of specific competencies. Approximately 3% of the institutions use a limited combination of formats.

Most institutions (approximately 70%) limit class size in developmental courses by policy. Size limits range from 15-40, with the smaller limits in writing and the larger limits in mathematics courses. In approximately three fourths of the institutions, the usual class size in developmental reading and writing was reported as 20 or fewer students. In mathematics, however, two thirds of the institutions reported usual class sizes in excess of 20 students.

Instructional Delivery

In addition to the organizational structure and the policies and procedures related to placement in developmental courses, colleges must also consider questions of what and how instruction will take place. Survey questions 28-33 dealt with institutional practices for determining course content and developing instructional strategies.

It is widely acknowledged that no one teaching method is effective for all types of learning styles, and institutions responded to the survey by describing a variety of instructional delivery formats used for developmental courses. The primary delivery format was lecture, which was reported by 46% of the institutions overall. Three fourths of the institutions in Louisiana and Virginia use a lecture format; Oklahoma and Alabama institutions were least likely to use primarily lecture.

The second most frequently reported delivery format was a combination of lecture with an optional learning lab (36%), followed by a combination of lecture with a required lab. Florida (64%), Georgia (55%), and Texas (55%) institutions were most likely to combine lecture with a required lab. Arkansas (71%), Kentucky (64%), and Louisiana (75%) were most likely to use lecture and an optional lab.

Slightly less than a third of the institutions (31%) use self-paced study in a supervised lab with computer-assisted instruction. The fewest number of colleges reported using a format of self-paced, independent study using either written materials or computer instruction.

Over half the institutions in Kentucky (55%) use a small group collaborative learning environment to deliver developmental courses. Overall, 29% of the SREB institutions reported using this approach.

Despite the use of a variety of instructional formats both across institutions and within institutions, nearly three fourths of the colleges (74%) do not give students a choice of which format to take. Kentucky (50%), South Carolina (46%), and Virginia (55%) institutions are most likely to give students a choice. A large majority of institutions (79%), however, have not conducted a formal evaluation comparing student success or satisfaction with the different formats. Where studies have been done, student satisfaction, grades, and retention rates appear to be more positive with the more structured formats that include lecture or lecture with a supervised lab.

Pre-test, post-test data are commonly reported to be effective measures of program success, but there are some differences by the colleges in the use of such tests in reading, writing, and mathematics courses. One in five (22%) institutions reported they do not administer a pre-test within the developmental writing course; however, two thirds of the institutions (65%) use a pre-test to confirm appropriate placement, and nearly half (49%) use a pre-test to diagnose students' writing deficiencies. Only 27% of the institutions reported using a pre-test to set baseline data for the purpose of post-test comparisons.

Pre-tests appear to be used more frequently in developmental reading courses. Only 17% of the institutions reported they do not use a pre-test in reading. Again, two thirds of the institutions (68%) use a pre-test to confirm appropriate placement, and over half (55%) use a pre-test for diagnostic purposes. Over a third (35%) of the institutions also use a reading pre-test to set baseline data.

Pre-tests were least likely to be used in developmental mathematics courses, whether to confirm placement (59%), to diagnose student deficiencies (42%), or to set baseline data (21%). Twenty-nine percent of institutions do not administer a pre-test in developmental mathematics courses.

Only 11% of the institutions reported that they do not administer a reading post-test, 15% a writing post-test, and 19% a post-test in mathematics. The most frequently reported use of a post-test was to determine student readiness for the next sequenced developmental course or for college-level work in reading (72%), writing (72%), or mathematics (66%). More than a third of the institutions (38%) use a post-test to determine a grade in the developmental course. A post-test is used in combination with a pre-test or placement test to assess "value added" by 22% of the institutions for mathematics, 24% for writing, and 29% for developmental reading. It seems clear from the responses to the pre- and post-test questions that the majority of institutions view the purpose of developmental courses as preparing students for college-level work rather than as "adding value" to the students' college experience.

In addition to cognitive skills related to specific course content, most institutions teach other skills in the formal context of the developmental program. Only 19% of the institutions reported that skills are taught only in the content areas (math, reading, writing). Study skills and test-taking skills are incorporated into developmental courses by 80% of the institutions, and 69% teach critical thinking skills. Only one in four (24%) institutions reported teaching career development and job skills, but 48% include motivational or inter-personal skills in the context of the developmental program. This finding is particularly interesting when compared with results of question 14, in which only 9% of the institutions reported using personality/learning styles inventories to assess incoming students' skills. Institutions may be making very broad assumptions about these skill levels in students "at risk".

In determining the specific discipline content and skills to be taught in the developmental courses, over half (56%) of the institutions reported that faculty who teach a combination of developmental and specific discipline related courses make this determination. In 29% of the institutions, those decisions are made by faculty who teach developmental courses only. A collaborative group of cross-discipline faculty and/or counselors determine course content in 23% of the institutions, and most of the institutions reporting "other" options stressed the role of the state in writing course descriptions.

Funding for Developmental Education

Questions in this section of the survey focused on funding and cost information related to developmental education. The most frequently reported process for allocating funds was a basic budget plus an adjustment for enrollment changes at 44% of the institutions. A third (33%) of the institutions reported the developmental program receives a fixed sum negotiated in the budget development process. One in five institutions (22%) base funding on an established student-to-faculty funding ratio, and 18% supplement the basic budget with grant funds. Six institutions (2%) fund their developmental programs wholly or in part by special fees in addition to tuition. Three institutions supplement the basic budget with performance-based funding determined by success in achieving college goals. Two institutions in Alabama fund their developmental programs wholly by grant funds.

Over two thirds of the institutions (69%) were unable to provide an estimate of the percentage of their total 1992-93 instructional budget devoted to developmental education. Of the 76 institutions that were able to provide an estimate, almost half (46%) estimated the developmental budget as comprising less than 5% of the total instructional budget, and one in four (25%) estimated the percentage between 10% and 20%.

Consistent with these results was the finding that only 29% of the institutions reported having a process for reviewing costs related to developmental education. Data elements used in the cost analysis include faculty salaries/fringes, equipment and supplies, and professional development activities, with fifteen institutions remarking that the program is reviewed in the normal budget review process.

Ninety-three percent of the respondents reported that their institution has not done any costing studies related to the developmental program; 84% are not aware of any statewide studies on the cost of developmental education. Institutions in Tennessee were most likely to report a statewide study, followed by Arkansas, Louisiana, and Oklahoma.

An issue related to the cost of developmental education is the percentage of students enrolled in developmental courses who receive financial assistance to help pay for college expenses. Three fourths (76%) of the institutions reported that the percentage is unknown, but of those who could provide a figure, only 11% reported that over half of their developmental population are on financial aid.

Institutions were also asked if, in the past five years, they had considered ways to reduce the cost of the developmental program without compromising its effectiveness. Although seven out of ten institutions reported they had not, all but one institution in Tennessee reported using cost saving measures.

Increasing class size or the student/faculty ratio was the most frequently cited way of reducing program costs, followed by staffing changes and increased use of adjuncts. Greater use of technology was frequently reported as a specific cost saving measure, as well as changes to course credits, course content, and other instructional delivery systems. Several institutions reported making changes to the placement cut-off scores to reduce the number of students enrolled in developmental courses, and at least two institutions have taken steps to improve retention rates and reduce costs. Changes to the administrative structure for developmental programs, and cuts in program services, including staff development activities, were also listed. One institution noted the addition of student special fees as a way to cut institutional costs for developmental education.

Assessing the Effectiveness of Developmental Programs

To evaluate the effectiveness of developmental programs, measures of student success need to be identified and data need to be generated to document achievement of program goals. Respondents could select more than one factor from a list of possible assessment measures. A majority of institutions (62%) use end-of-course student evaluations to assess the effectiveness of their developmental program. Half of the institutions (50%) conduct a periodic review of reports generated by the assessment or institutional research office. Forty-two percent of the survey respondents conduct a comprehensive, systematic evaluation in a regular cycle of program review; and a third (33%) of them review regular or ad hoc reports generated by developmental program faculty.

Descriptions of "other" assessment efforts include state level reports of pass rates on state tests and other measures of student success. Only 4% of the institutions surveyed reported that their developmental program is **not** evaluated. It is interesting to note that eleven institutions (4%) reported they are planning a program review process or piloting a review process in the current year.

Academic administrators are responsible for evaluating the developmental program at a large majority (72%) of the institutions surveyed. In almost two thirds (65%) of the institutions, instructional faculty are responsible for evaluating the program. In less than a third (29%) of the institutions, responsibility for program evaluation rests with the assessment/evaluation office. Evaluation was reported as a combined effort of committee members at two institutions, and two institutions reported using outside evaluators to assess the effectiveness of the developmental program.

Institutions consider a number of factors in evaluating their programs. Used by 91% of the institutions, the most frequently used measure of program effectiveness is student completion rates in developmental courses. Completion rates in subsequent college level courses are used at 83% of the institutions. Nearly two thirds of the institutions use retention rates (65%) or measures of student satisfaction (68%) to evaluate the effectiveness of the developmental program. Nearly half of the institutions use graduation rates (45%), cumulative grade point average (46%), or measures of faculty satisfaction (47%) for evaluation purposes. Only 36% reported using student demographics to evaluate program effectiveness. Several institutions in Florida and Texas reported they consider performance on state mandated tests as an indicator of effectiveness. Institutions in Tennessee appear to conduct the most comprehensive evaluations with over half of the state's institutions reporting they consider at least eight factors in program evaluation.

The only evidence of program effectiveness requested in this study was in terms of respondents' opinions of how faculty at their institutions would assess the effectiveness of the developmental program. Overall, respondents believe that faculty would give a positive evaluation of their programs. Half of the respondents (51%) rated their program "quite effective"; 14% rated it "very effective." Nearly a third (31%) believe their program is only "somewhat effective", but only 4% believe it "needs major improvement."

Survey respondents perceived that students evaluate the developmental programs even more positively than the faculty. About half (49%) of the institutions ask students to evaluate the success of the developmental program in preparing them for college-level work, and 84% of those report the overall student evaluation of the program as "quite effective" (62%) or "very effective" (22%). Only one respondent reported that students believe the program "needs major improvement".

Institutional Information

(Note: The institutional information provided in this section describes only those institutions that responded to the survey. It may not accurately represent all two-year institutions in each of the SREB states. Individual state response rates ranged from 33% to 100% of the two-year colleges in the state.)

Most institutions describe the location of their college as rural (61%); 28% were described as suburban, and 20% as urban campuses. (Percents do not total 100% because of multi-campus institutions.) The greatest diversity in campus locations was reported in Florida, Maryland, and Texas. Kentucky (82%), Mississippi (85%), and North Carolina (79%) institutions were most likely to be located in rural areas. No urban campuses were reported in three States--Georgia, Louisiana, and West Virginia.

In terms of the types of awards granted at the institutions, 85% grant the Associate in Arts degree, 85% grant a one-year certificate, and 80% grant the Associate in Applied Science degree. Two thirds (68%) of the institutions award an Associate in Science degree. The award least likely to be granted is the Associate in Applied Arts degree, which is granted by only 5% of the institutions responding.

Other unique awards granted by fewer than 5% of the institutions include: high school equivalent and GED, Associate of General Studies (AGE), ADN, Associate in Fine Arts (AFA), Associate of Science in Technology (AST), Associate in Applied

Technology (AAT), Associate in Occupational Studies (AOS), a one-year diploma, certificate (more than one year) and a Letter of Recognition. Institutions in Florida (4%), Louisiana (25%), and South Carolina (29%) were least likely to offer the AAS degree. In terms of degree programs, these three states grant almost exclusively the AA and AS degrees. Virginia institutions (74%) offer the Associate in Arts and Sciences (AA&S) and are least likely to offer the AA or AS degrees. Only institutions in North and South Carolina, Texas, and Virginia offer the AA&S degree.

Community colleges in the SREB member states are clearly "open door" institutions; 98% of those responding to the survey have an open admissions policy. Admissions to programs and courses, however, are more restrictive. Only 17% of the colleges have an open admission policy to all programs and courses. In comments, survey respondents indicated that restrictions were likely to be placed on admissions to allied health majors such as nursing.

Survey questions 49-51 asked institutions for specific data on student enrollments in terms of headcount and FTE. It was apparent from the responses that there is no common definition or method of computing full-time equivalents (FTE). Just over half of the survey respondents (52%) base FTE student enrollments on 15 credits; 48% base FTE on 12 credits. A base of 16 credits is used at some institutions, and annual credits of 30 or 40 credits were also described. At least three institutions use contact hours rather than credit hours to compute FTE, and a fourth of the institutions (25%) did not provide FTE data at all.

Although the reliability of the FTE data may be questioned, it is assumed that "headcount" is accurate and readily available to survey respondents. Most of the institutions surveyed (68%) reported student headcount of fewer than 5,000 students. A fifth of the institutions (20%) reported enrollments between 5,000 and 10,000 students; only 12% exceed 10,000 students. Over half of those 29 institutions with enrollments over 10,000 were in Texas (31%) and Florida (24%). In two states--Louisiana and West Virginia, there were no institutions reporting enrollments greater than 5,000 students.

Even in cases where an exact figure was not available, 85% of the institutions provided at least an estimate of the percent of student headcount enrolled in one or more developmental courses in the Fall 1992. In comments related to this question, respondents pointed to difficulties in getting unduplicated headcount in developmental courses. Only 3.9% reported that over half of their students were enrolled in at least one developmental course. Only 7% reported less than 10% of their students enrolled in a developmental course. Over half of the institutions (56%) reported percentages between 10% and 29%.

Factors Associated with Program Effectiveness

From the responses to the survey, the project team attempted to identify the differences and similarities in developmental programs relative to the reported effectiveness of those programs. The first step in the analysis was to correlate all survey variables with question 44. Question 44 asked respondents, in their opinion, how full-time faculty would assess their developmental program, using the following scale: "very effective", "quite effective", "somewhat effective", and "needs some major improvement." Colleges reporting faculty evaluations of "very effective" or "quite effective" were said to have a positive evaluation. Colleges were said to have a negative evaluation if faculty perceived the developmental program as "somewhat effective" or "in need of some major improvement".

In all states but one (Kentucky), the majority of colleges gave their developmental program a positive evaluation. By state, the highest percentages of positive evaluations were in Alabama, Georgia, Louisiana, and Tennessee. The highest percentages of negative evaluations were in Kentucky, Texas, and Virginia.

The next step in the analysis was to identify those institutional factors (variables) that showed a significant correlation with reported effectiveness of the developmental program. Eight factors were identified:

- organization of the delivery system for developmental education,
- the level of the administrator responsible for developmental education,
- the selection of placement tests,
- the process of assigning faculty to teach developmental education courses,
- the provision of special training for faculty to work with developmental students,
- restrictions placed on course load of developmental students,
- established process for reviewing costs related to developmental education,
- consideration of ways to reduce program costs.

The organizational structure most frequently reported by the colleges (45%) was developmental courses embedded within a traditional academic department or discipline; this structure was also the form most frequently associated with a negative evaluation of program effectiveness. Approximately 44% of the institutions that embed their developmental courses gave their programs a negative evaluation.

Nearly one fourth (24%) of the institutions reported that their developmental program was housed in a separate comprehensive division, and a large majority (83%) of those institutions rated their developmental programs positively. Colleges that organize developmental education as a separate comprehensive division are more likely to evaluate the program positively than those with a developmental program void of any structural identity.

Another factor that showed a positive correlation with reported program effectiveness was the organizational level of the administrator responsible for developmental education. Institutions in which first-line academic administrative responsibility for developmental education rests with a division chair, dean, or director were more likely (71%) to evaluate their programs positively than those in which faculty ranked department chairs or teaching faculty were responsible (57%) for managing the program.

Faculty in the appropriate academic departments or disciplines select the placement tests in 42% of the institutions, but those institutions in which placement test selection is the responsibility of a separate office for assessment and testing were more likely (86%) to evaluate the program positively than those in which the academic departments make the selection (53%). Institutions with state mandates or committee structures for selecting placement tests were also more likely (75%) to give the developmental program a positive evaluation than those that rely on academic departments to select the tests.

In terms of the process used to assign faculty to developmental courses, institutions where faculty are hired specifically to work with developmental students were more likely to give the program a positive evaluation (72%) than institutions in which faculty volunteer (59%) or are administratively assigned (55%) to teach developmental courses.

The most significant factor related to reported effectiveness of the developmental program was the provision of special training for faculty to work with developmental students. Institutions were asked to indicate whether "all", "some", or "none" of the faculty who teach developmental courses receive special training. Whenever "some" or "all" of the faculty received special training, there was a significant chance that the developmental program would receive a positive evaluation by the faculty. Eighty-six (86%) percent of those institutions that reported "all" developmental faculty receive special training gave the program a positive evaluation; 61% of those reporting "some" special training gave the program a positive rating. Where none of the faculty receive special training, 61% evaluated the developmental program as only somewhat effective or in need of major improvement. This correlation held true for part-time as well as full-time developmental faculty.

A positive correlation was found between reported effectiveness and restrictions placed on the course (credit) load of students enrolled in developmental courses. Institutions that have a mandatory policy restricting course load or that strongly recommend restrictions are more likely to give the developmental program a positive evaluation. Sixty-three (63%) percent of those with a mandatory policy, and 73% of those that strongly recommend restrictions give a positive evaluation, compared to only 57% of those institutions that place no restrictions on student course load.

Georgia was the only state in which a majority of institutions reported a mandatory policy restricting course load and Georgia had the largest percentage of institutions with positive evaluations of the developmental studies program. On the other hand, 73% of the institutions in Kentucky place no restrictions on student course load and 55% of the institutions in that state negatively evaluated their developmental program--the largest state-wide percentage of negative evaluations in the study.

Two factors related to the cost of developmental education were positively correlated with reported effectiveness. When asked if their institution has a process for reviewing costs related to developmental education, 71% reported "no", and of those reporting no review process, only 59% evaluated their developmental program positively. For those institutions that do have a cost review process, 81% gave the developmental program a positive evaluation.

Institutions were also asked if any state-wide studies have been conducted on the cost of developmental education in their state, and 84% reported "no". While not a significant factor, it can be noted that if the institution stated "yes" to a state-wide study, there was a greater probability that the developmental program would receive a positive evaluation--80% as compared to 61% of those who were not aware of a state-wide study.

Finally, institutions that have in the past five years considered ways to reduce the cost of their developmental programs without compromising program effectiveness were more likely to give their program a positive evaluation. Over three-fourths (76%) of those who have considered cost-reduction measures evaluated the program positively compared to 61% of those who had not. Overall, however, only 28% of the institutions responding have given any consideration to cost reduction in developmental education.

Table 1

Funds for Excellence Survey of Developmental Education Practices

Response Rate by State

State	Number Returned/ Number Sent	Response Rate
AL	14/18	78%
AR	7/11	64%
FL	25/28	89%
GA	11/15	73%
KY	11/13	85%
LA	4/6	67%
MD	17/17	100%
MS	13/15	87%
NC	52/58	90%
OK	8/12	67%
SC	14/20	70%
TN	12/14	86%
TX	44/59	75%
WV	1/3	33%
VA	24/24	100%
OVERALL	257/313	82%

APPENDIX B

1. Which of the following best describes the organizational structure of the delivery system for developmental courses at your institution?

	Separate comprehensive division for developmental education	Separate department of developmental education	Separate departments within an academic division	Developmental courses embedded within a traditional academic dept	Other	
State	N %	N %	N %	N %	N %	Total N %
Alabama	2 14.3	2 14.3	1 7.1	9 64.3		14 5.5
Arkansas	3 42.9		1 14.3	2 28.6	1 14.3	7 2.8
Florida	5 20.0	1 4.0	3 12.0	15 60.0	1 4.0	25 9.9
Georgia	9 90.0	1 10.0				10 4.0
Kentucky	1 10.0	2 20.0	2 20.0	3 30.0	2 20.0	10 4.0
Louisiana	1 25.0			2 50.0	1 25.0	4 1.6
Maryland	3 17.6	1 5.9	1 5.9	10 58.8	2 11.8	17 6.7
Mississippi	1 7.7	2 15.4	2 15.4	8 61.5		13 5.1
North Carolina	8 15.4	12 23.1	3 5.8	23 44.2	6 11.5	52 20.6
Oklahoma	1 14.3	2 28.6		3 42.9	1 14.3	7 2.8
South Carolina	8 57.1	2 14.3	1 7.1	3 21.4		14 5.5
Tennessee	7 58.3	2 16.7	1 8.3		2 16.7	12 4.7
Texas	11 25.0	3 6.8	6 13.6	21 47.7	3 6.8	44 17.4
West Virginia				1 100.0		1 0.4
Virginia		3 13.0	2 8.7	15 65.2	3 13.0	23 9.1
Total	60 23.7	33 13.0	23 9.1	115 45.5	22 8.7	253 100.0

2. Who has first-line academic administrative responsibility for developmental education?

	Division Chair, Dean or Director	Department Chair	Teaching faculty member with release time	Teaching faculty member no release time	No coordinative administration specifically developmental	
						Total
State	N	N	N	N	N	N
	%	%	%	%	%	%
Alabama	7	1	2	1	3	14
	50.0	7.1	14.3	7.1	21.4	5.6
Arkansas	4	3				7
	57.1	42.9				2.8
Florida	13	9	1		2	25
	52.0	36.0	4.0		8.0	10.0
Georgia	6	3	1			10
	60.0	30.0	10.0			4.0
Kentucky	2		3	2	3	10
	20.0		30.0	20.0	30.0	4.0
Louisiana	3		1			4
	75.0		25.0			1.6
Maryland	9	5	1	1		16
	56.3	31.3	6.3	6.3		6.4
Mississippi	7	1		2	3	13
	53.8	7.7		15.4	23.1	5.2
North Carolina	27	18	2	2	1	50
	54.0	36.0	4.0	4.0	2.0	20.1
Oklahoma	4	1	1		1	7
	57.1	14.3	14.3		14.3	2.8
South Carolina	7	4	1	1	1	14
	50.0	28.6	7.1	7.1	7.1	5.6
Tennessee	8	4				12
	66.7	33.3				4.8
Texas	27	10	2	1	4	44
	61.4	22.7	4.5	2.3	9.1	17.7
West Virginia					1	1
					100.0	.4
Virginia	13	1	4	2	2	22
	59.1	4.5	18.2	9.1	9.1	8.8
Total	137	60	19	12	21	249
	55.0	24.1	7.6	4.8	8.4	100.0

3. What best describes the relationship of student services, such as counseling and tutoring, to your delivery system for developmental education?

	Embedded within your delivery system	Administered through a separate division or department	Other	
State	N %	N %	N %	Total N %
Alabama	5 35.7	7 50.0	2 14.3	14 5.6
Arkansas	2 28.6	4 57.1	1 14.3	7 2.8
Florida	5 20.8	16 66.7	3 12.5	24 9.5
Georgia	3 27.3	6 54.5	2 18.2	11 4.4
Kentucky	2 18.2	8 72.7	1 9.1	11 4.4
Louisiana		4 100.0		4 1.6
Maryland	2 11.8	14 82.4	1 5.9	17 6.7
Mississippi	5 38.5	7 53.8	1 7.7	13 5.2
North Carolina	13 26.0	34 68.0	3 6.0	50 19.8
Oklahoma	3 37.5	5 62.5		8 3.2
South Carolina	3 21.4	11 78.6		14 5.6
Tennessee	4 33.3	6 50.0	2 16.7	12 4.8
Texas	11 25.6	30 69.8	2 4.7	43 17.1
West Virginia		1 100.0		1 .4
Virginia	4 17.4	19 82.6		23 9.1
Total	62 24.6	172 68.3	18 7.1	252 100.0

4. Who selects the test(s) used for placement in developmental courses? (check all that apply)

Math

	Admissions or enrollment services office	Appropriate academic departments or disciplines	Counseling services	A separate office for assessment and testing	Other
State	N %	N %	N %	N %	N %
Alabama	4 30.8	3 23.1		1 7.7	7 53.8
Arkansas	3 42.9			1 14.3	5 71.4
Florida	5 20.0	4 16.0		1 4.0	17 68.0
Georgia		1 9.1		1 9.1	9 81.8
Kentucky	2 18.2	6 54.5		1 9.1	2 18.2
Louisiana	2 50.0	2 50.0			
Maryland		13 76.5	1 5.9	2 11.8	6 35.3
Mississippi	1 7.7	8 61.5	2 15.4		4 30.8
North Carolina	19 36.5	18 34.6	9 17.3	3 5.8	16 30.8
Oklahoma	1 12.5	4 50.0	1 12.5		2 25.0
South Carolina	6 42.9	2 14.3		2 14.3	5 35.7
Tennessee					12 100.0
Texas		29 65.9	3 6.8	6 13.6	12 27.3
West Virginia		1 100.0			
Virginia	2 8.7	15 65.2	1 4.3	3 13.0	4 17.4
Total	45 17.6	106 41.6	17 6.7	21 8.2	101 39.6

5. Who administers the test(s) for placement in developmental courses? (check all that apply)

Math

	Admissions or enrollment services office	Appropriate academic departments or disciplines	Counseling services	A separate office for assessment and testing	Other
State	N %	N %	N %	N %	N %
Alabama	6 46.2	2 15.4	2 15.4	3 23.1	2 15.4
Arkansas	3 42.9		3 42.9	1 14.3	
Florida	5 20.0		6 24.0	13 52.0	2 8.0
Georgia	2 20.0	1 10.0	4 40.0	2 20.0	1 10.0
Kentucky				5 45.5	6 54.5
Louisiana	2 50.0	1 25.0	1 25.0		
Maryland	2 11.8	3 17.6	2 11.8	10 58.8	3 17.6
Mississippi	2 16.7	3 25.0	4 33.3	1 8.3	2 16.7
North Carolina	25 48.1	1 1.9	18 34.6	6 11.5	5 9.6
Oklahoma	2 25.0	1 12.5	3 37.5	3 37.5	1 12.5
South Carolina	9 64.3			6 42.9	
Tennessee			4 33.3	7 58.3	1 8.3
Texas	2 4.7	1 2.3	18 41.9	21 48.8	1 2.3
West Virginia		1 100.0	1 100.0		1 100.0
Virginia	2 8.7	1 4.3	11 47.8	4 17.4	6 26.1
Total	62 24.6	15 6.0	77 30.6	82 32.5	31 12.3

6. What best describes the process used to assign your faculty to developmental courses? (check all that apply)

	Faculty voluntarily choose to work with developmental students	Faculty administratively assigned to work with developmental students	Faculty hired specifically to work with developmental students
State	N %	N %	N %
Alabama	3 21.4	6 42.9	7 50.0
Arkansas	1 14.3	3 42.9	4 57.1
Florida	7 28.0	13 52.0	13 52.0
Georgia	1 9.1	3 27.3	10 90.9
Kentucky	6 54.5	1 9.1	7 63.6
Louisiana	2 50.0	1 25.0	1 25.0
Maryland	8 47.1	5 29.4	8 47.1
Mississippi	1 7.7	6 46.2	7 53.8
North Carolina	2 3.8	28 53.8	29 55.8
Oklahoma		4 50.0	5 62.5
South Carolina		2 14.3	13 92.9
Tennessee		2 16.7	12 100.0
Texas	10 22.7	15 34.1	28 63.6
West Virginia		1 100.0	1 100.0
Virginia	12 52.2	11 47.8	11 47.8
Total	53 20.7	101 39.5	156 60.9

7. In which of the following areas is special training provided for faculty to work with developmental education students? (check all that apply)

	Techniques for instruction and students evaluation	Applications of technology	Counseling/ Advising skills	Developing course objectives and content	Other
State	N %	N %	N %	N %	N %
Alabama	6 46.2	3 23.1	4 30.8	6 46.2	3 23.1
Arkansas	3 60.0	4 80.0	2 40.0	4 80.0	
Florida	12 63.2	12 63.2	6 31.6	14 73.7	4 21.1
Georgia	6 60.0	8 80.0	6 60.0	7 70.0	1 10.0
Kentucky	4 50.0	3 37.5	2 25.0	3 37.5	3 37.5
Louisiana	1 25.0	2 50.0	3 75.0	2 50.0	
Maryland	6 46.2	8 61.5	5 38.5	7 53.8	4 30.8
Mississippi	6 50.0	3 25.0	6 50.0	9 75.0	2 16.7
North Carolina	27 56.3	20 41.7	20 41.7	25 52.1	14 29.2
Oklahoma	5 62.5	5 62.5	4 50.0	6 75.0	2 25.0
South Carolina	14 100.0	8 57.1	6 42.9	8 57.1	
Tennessee	10 83.3	6 50.0	10 83.3	8 66.7	1 8.3
Texas	28 70.0	22 55.0	12 30.0	34 85.0	7 17.5
West Virginia					1 100.0
Virginia	12 57.1	9 42.9	5 23.8	8 38.1	6 28.6
Total	140 61.4	113 49.6	91 39.9	141 61.8	48 21.1

8(a). What portion of your faculty who teach developmental courses received (or receives) special training to work with developmental education students?

Full-time faculty

	All	Some	None	
State	N	N	N	Total N
	%	%	%	%
Alabama	1	10	3	14
	7.1	71.4	21.4	5.6
Arkansas	1	6		7
	14.3	85.7		2.8
Florida	5	14	4	23
	21.7	60.9	17.4	9.2
Georgia	3	8		11
	27.3	72.7		4.4
Kentucky		6	4	10
		60.0	40.0	4.0
Louisiana		3	1	4
		75.0	25.0	1.6
Maryland	7	7	2	16
	43.8	43.8	12.5	6.4
Mississippi	3	8	2	13
	23.1	61.5	15.4	5.2
North Carolina	18	31	3	52
	34.6	59.6	5.8	20.8
Oklahoma	2	5	1	8
	25.0	62.5	12.5	3.2
South Carolina	4	7	2	13
	30.8	53.8	15.4	5.2
Tennessee	6	6		12
	50.0	50.0		4.8
Texas	11	28	4	43
	25.6	65.1	9.3	17.2
West Virginia	1			1
	100.0			.4
Virginia	3	14	6	23
	13.0	60.9	26.1	9.2
Total	65	153	32	250
	26.0	61.2	12.8	100.0

8(b). What portion of your faculty who teach developmental courses received (or receives) special training to work with developmental education students?

Part-time faculty

	All	Some	None	
State	N %	N %	N %	Total N %
Alabama		7 58.3	5 41.7	12 5.1
Arkansas		5 71.4	2 28.6	7 3.0
Florida	2 8.7	15 65.2	6 26.1	23 9.7
Georgia		7 63.6	4 36.4	11 4.6
Kentucky		5 50.0	5 50.0	10 4.2
Louisiana	1 25.0	1 25.0	2 50.0	4 1.7
Maryland	4 25.0	9 56.3	3 18.8	16 6.8
Mississippi	2 20.0	5 50.0	3 30.0	10 4.2
North Carolina	7 14.3	33 67.3	9 18.4	49 20.7
Oklahoma	1 14.3	4 57.1	2 28.6	7 3.0
South Carolina	3 23.1	7 53.8	3 23.1	13 5.5
Tennessee	3 25.0	8 66.7	1 8.3	12 5.1
Texas	6 15.0	28 70.0	6 15.0	40 16.9
West Virginia		1 100.0		1 .4
Virginia	1 4.5	13 59.1	8 36.4	22 9.3
Total	30 12.7	148 62.4	59 24.9	237 100.0

9. What professional development opportunities are provided by your institution for faculty to develop skills to work specifically with developmental education students? (check all that apply)

	Conferences on developmental education topics	Release time for research or training	Educational funds provided for specialized training	No funds provided specifically for developmental education	Other
State	N %	N %	N %	N %	N %
Alabama	10 71.4	2 14.3	4 28.6	3 21.4	
Arkansas	7 100.0	2 28.6	5 71.4		
Florida	18 75.0	7 29.2	9 37.5	4 16.7	3 12.5
Georgia	7 63.6	1 9.1	2 18.2	4 36.4	
Kentucky	7 63.6		2 18.2	4 36.4	2 18.2
Louisiana	3 75.0			1 25.0	
Maryland	12 75.0	3 18.8	9 56.3	5 31.3	2 12.5
Mississippi	7 53.8	2 15.4	2 15.4	5 38.5	3 23.1
North Carolina	45 86.5	16 30.8	29 55.8	9 17.3	2 3.8
Oklahoma	6 75.0	2 25.0	1 12.5	3 37.5	1 12.5
South Carolina	13 92.9	1 7.1	4 28.6	1 7.1	1 7.1
Tennessee	12 100.0	6 50.0	9 75.0		5 41.7
Texas	36 83.7	13 30.2	25 58.1	7 16.3	6 14.0
West Virginia				1 100.0	1 100.0
Virginia	16 69.6	6 26.1	11 47.8	5 21.7	3 13.0
Total	199 78.7	61 24.1	112 44.3	52 20.6	29 11.5

11. What is the total FTE teaching faculty committed to developmental courses in: Reading?

	0.01- 1.00	1.01- 2.00	2.01- 3.00	3.01- 4.00	4.01- 5.00	5.01- 6.00	6.01- 10.00	10.01- 15.00	15.01+	
State	N %	N %	N %	N %	N %	N %	N %	N %	N %	Total N %
Alabama	4 66.7		1 16.7	1 16.7						6 3.6
Arkansas		2 40.0	2 40.0	1 20.0						5 3.0
Florida	4 36.4	2 18.2	2 18.2		1 9.1	1 9.1	1 9.1			11 6.5
Georgia	3 33.3	2 22.2	2 22.2		1 11.1				1 11.1	9 5.4
Kentucky	4 50.0	2 25.0		2 25.0						8 4.8
Louisiana		1 100.0								1 0.6
Maryland	4 30.8	1 7.7	2 15.4	1 7.7	2 15.4	2 15.4	1 7.7			13 7.7
Mississippi	3 37.5	4 50.0						1 12.5		8 4.8
North Carolina	11 40.7	9 33.3	5 18.5	1 3.7				1 3.7		27 16.1
Oklahoma	4 57.1		2 28.6			1 14.3				7 4.2
South Carolina	5 41.7	4 33.3			1 8.3		1 8.3	1 8.3		12 7.1
Tennessee			1 10.0	3 30.0	2 20.0	3 30.0		1 10.0		10 6.0
Texas	5 16.7	7 23.3	4 13.3	1 3.3	3 10.0	3 10.0	5 16.7	2 6.7		30 17.9
West Virginia	1 100.0									1 0.6
Virginia	6 30.0	6 30.0	4 20.0	1 5.0			2 10.0	1 5.0		20 11.9
Total	54 32.1	40 23.8	25 14.9	11 6.5	10 6.0	10 6.0	10 6.0	7 4.2	1 0.6	168 100.0

11. What is the total FTE teaching faculty committed to developmental courses in: Writing?

	0.01-1.00	1.01-2.00	2.01-3.00	3.01-4.00	4.01-5.00	5.01-6.00	6.01-10.00	10.01-15.00	15.01+	
State	N %	N %	N %	N %	N %	N %	N %	N %	N %	Total N %
Alabama	2 28.6	1 14.3	1 14.3			2 28.6	1 14.3			7 4.0
Arkansas	1 16.7	3 50.0	1 16.7	1 16.7						6 3.5
Florida	1 9.1	3 27.3	3 27.3	1 9.1			3 27.3			11 6.4
Georgia	2 22.2		5 55.6				1 11.1		1 11.1	9 5.2
Kentucky	2 22.2	4 44.4	1 11.1	1 11.1			1 11.1			9 5.2
Louisiana		2 66.7		1 33.3						3 1.7
Maryland	3 23.1	3 23.1	2 15.4		1 7.7	1 7.7	2 15.4	1 7.7		13 7.5
Mississippi	3 33.3	3 33.3	1 11.1	1 11.1			1 11.1			9 5.2
North Carolina	8 32.0	7 28.0	6 24.0	3 12.0		1 4.0				25 14.5
Oklahoma	2 28.6	1 14.3	2 28.6	1 14.3			1 14.3			7 4.0
South Carolina	6 46.2	2 15.4	2 15.4	1 7.7		1 7.7	1 7.7			13 7.5
Tennessee				4 40.0	1 10.0	1 10.0	3 30.0	1 10.0		10 5.8
Texas	4 13.3	2 6.7	7 23.3	2 6.7	3 10.0		7 23.3	2 6.7	3 10.0	30 17.3
West Virginia		1 100.0								1 0.6
Virginia	4 20.0	5 25.0	5 25.0	1 5.0	1 5.0	1 5.0	1 5.0	2 10.0		20 11.6
Total	38 22.0	37 21.4	36 20.8	17 9.8	6 3.5	7 4.0	22 12.7	6 3.5	4 2.3	173 100.0

11. What is the total FTE teaching faculty committed to developmental courses in: Math?

	0.01-1.00	1.01-2.00	2.01-3.00	3.01-4.00	4.01-5.00	5.01-6.00	6.01-10.00	10.01-15.00	15.01+	
State	N %	N %	N %	N %	N %	N %	N %	N %	N %	Total N %
Alabama	3 37.5	1 12.5	2 25.0		1 12.5		1 12.5			8 4.7
Arkansas	1 16.7		3 50.0	1 16.7		1 16.7				6 3.5
Florida	2 18.2		2 18.2	1 9.1	1 9.1	1 9.1	1 9.1	1 9.1	2 18.2	11 6.5
Georgia	1 11.1	2 22.2	1 11.1	2 22.2	1 11.1		1 11.1		1 11.1	9 5.3
Kentucky	1 11.1	4 44.4	2 22.2			1 11.1	1 11.1			9 5.3
Louisiana		1 50.0			1 50.0					2 1.2
Maryland		4 33.3	1 8.3	1 8.3			4 33.3	2 16.7		12 7.1
Mississippi	1 11.1	1 11.1	3 33.3		1 11.1	1 11.1		1 11.1	1 11.1	9 5.3
North Carolina	7 29.2	8 33.3	2 8.3	2 8.3			5 20.8			24 14.1
Oklahoma	2 28.6	1 14.3	2 28.6					2 28.6		7 4.1
South Carolina	3 23.1	6 46.2				1 7.7	1 7.7	1 7.7	1 7.7	13 7.6
Tennessee							4 40.0	2 20.0	4 40.0	10 5.9
Texas	3 10.0	1 3.3	2 6.7	5 16.7	3 10.0	1 3.3	4 13.3	5 16.7	6 20.0	30 17.6
West Virginia				1 100.0						1 0.6
Virginia	1 5.3	2 10.5	2 10.5	3 15.8	2 10.5	1 5.3	5 26.3		3 15.8	19 11.2
Total	25 14.7	31 18.2	22 12.9	16 9.4	10 5.9	7 4.1	27 15.9	14 8.2	18 10.6	170 100.0

12. In addition to teaching faculty, what other personnel are used to support your delivery system for developmental education? (check all that apply)

	Lab/teaching assistants	Counselors, with primary responsibility developmental students	Counselors, responsibilities include developmental students	Peer tutors	Other
State	N	N	N	N	N
	%	%	%	%	%
Alabama	8	4	8	11	
	57.1	28.6	57.1	78.6	
Arkansas	4		7	4	3
	57.1		100.0	57.1	42.9
Florida	20	8	15	22	1
	83.3	33.3	62.5	91.7	4.2
Georgia	8	4	6	9	2
	72.7	36.4	54.5	81.8	18.2
Kentucky	7	4	4	10	1
	63.6	36.4	36.4	90.9	9.1
Louisiana	2	1	4	3	
	50.0	25.0	100.0	75.0	
Maryland	13	1	11	13	2
	76.5	5.9	58.8	76.5	11.8
Mississippi	5	3	11	6	1
	41.7	25.0	91.7	50.0	8.3
North Carolina	25	11	37	40	11
	51.0	22.4	75.5	81.6	22.4
Oklahoma	5	1	5	8	
	62.5	12.5	62.5	100.0	
South Carolina	6	1	8	12	3
	42.9	7.1	57.1	85.7	21.4
Tennessee	12	7	10	10	5
	100.0	58.3	83.3	83.3	41.7
Texas	33	11	33	37	6
	76.7	25.6	76.7	86.0	14.0
West Virginia	1		1		
	100.0		100.0		
Virginia	14	4	18	20	3
	60.9	17.4	78.3	87.0	13.0
Total	163	60	177	205	38
	65.2	24.0	70.8	82.0	15.2

13 (a). Has your institution changed the structure of its delivery system for developmental education in the past ten years?

	Yes	No	
State	N %	N %	Total N %
Alabama	13 92.9	1 7.1	14 5.5
Arkansas	5 71.4	2 28.6	7 2.8
Florida	16 66.7	8 33.3	24 9.4
Georgia	5 45.5	6 54.5	11 4.3
Kentucky	9 81.8	2 18.2	11 4.3
Louisiana	2 50.0	2 50.0	4 1.6
Maryland	11 64.7	6 35.3	17 6.7
Mississippi	9 69.2	4 30.8	13 5.1
North Carolina	36 70.6	15 29.4	51 20.1
Oklahoma	7 87.5	1 12.5	8 3.1
South Carolina	11 78.6	3 21.4	14 5.5
Tennessee	9 75.0	3 25.0	12 4.7
Texas	38 86.4	6 13.6	44 17.3
West Virginia	1 100.0		1 0.4
Virginia	15 65.2	8 34.8	23 9.1
Total	187 73.6	67 26.4	254 100.0

13 (b). Did the change(s) improve the effectiveness of your developmental education program?

	Yes	No	
State	N %	N %	Total N %
Alabama	11 100.0		11 6.8
Arkansas	4 100.0		4 2.5
Florida	14 93.3	1 6.7	15 9.3
Georgia	4 80.0	1 20.0	5 3.1
Kentucky	7 100.0		7 4.3
Louisiana		1 100.0	1 0.6
Maryland	10 90.9	1 9.1	11 6.8
Mississippi	7 100.0		7 4.3
North Carolina	30 90.9	3 9.1	33 20.4
Oklahoma	6 85.7	1 14.3	7 4.3
South Carolina	10 100.0		10 6.2
Tennessee	8 88.9	1 11.1	9 5.6
Texas	29 96.7	1 3.3	30 18.5
West Virginia			
Virginia	12 100.0		12 7.4
Total	152 93.8	10 6.2	162 100.0

14. What assessment measures are used for placement purposes to identify students "at risk"? (check all that apply)

	High school grades	Previous college work	College entrance exams	Locally developed placement tests	Standard nationally normed placement tests	Criterion referenced tests	Personality learning styles inventory	Writing sample	Other
State	N %	N %	N %	N %	N %	N %	N %	N %	N %
Alabama	4 28.6	3 21.4	3 21.4		11 78.6	1 7.1		4 28.6	1 7.1
Arkansas	3 42.9	4 57.1	7 100.0	2 28.6	4 57.1	1 14.3	1 14.3	2 28.6	1 14.3
Florida	7 28.0	10 40.0	18 72.0	5 20.0	17 68.0	4 16.0	1 4.0	7 28.0	3 12.0
Georgia	6 54.5	4 36.4	11 100.0	4 36.4	6 54.5		1 9.1	4 36.4	3 27.3
Kentucky	8 72.7	6 54.5	7 63.6	3 27.3	9 81.8	1 9.1	2 18.2	5 45.5	1 9.1
Louisiana	2 50.0		4 100.0	1 25.0	2 50.0	1 25.0		1 25.0	
Maryland	5 29.4	6 35.3	7 41.2	12 70.6	15 88.2	2 11.8	1 5.9	14 82.4	1 5.9
Mississippi	6 46.2	5 38.5	13 100.0	5 38.5	7 53.8	1 7.7		10 76.9	
North Carolina	18 34.6	19 36.5	21 40.4	13 25.0	45 86.5	5 9.6	4 7.7	13 25.0	3 5.8
Oklahoma	8 100.0	6 75.0	8 100.0	2 25.0	7 87.5	1 12.5	3 37.5	2 25.0	
South Carolina	4 28.6	4 28.6	10 71.4	2 14.3	11 78.6			7 50.0	
Tennessee	6 50.0	8 66.7	12 100.0	3 25.0	7 58.3	5 41.7		12 100.0	5 41.7
Texas	14 31.8	18 40.9	23 52.3	25 56.8	24 54.5	19 43.2	7 15.9	26 59.1	9 20.5
West Virginia			1 100.0		1 100.0			1 100.0	
Virginia	15 65.2	13 56.5	8 34.8	11 47.8	23 100.0	3 13.0	3 13.0	18 78.3	
Total	106 41.4	106 41.4	153 59.8	88 34.4	189 73.8	44 17.2	23 9.0	126 49.2	27 10.5

15. Which of the following describe your college's policy for placement testing? (check all that apply) Math

	Student's option to take the placement test(s)	Mandatory testing all students at college for first time	Mandatory testing prior admission to any curriculum or major	Mandatory testing prior to admission to certain curriculums or majors	Mandatory testing prior to enrollment in certain courses	Other
State	N %	N %	N %	N %	N %	Total N %
Alabama		10 71.4			4 28.6	
Arkansas		5 71.4	3 42.9		1 14.3	
Florida		20 80.0	6 24.0		4 16.0	1 4.0
Georgia		3 27.3	4 36.4			5 45.5
Kentucky	4 36.4	2 18.2	2 18.2		1 9.1	3 27.3
Louisiana		2 50.0	1 25.0			1 25.0
Maryland	2 12.5	5 31.3	4 25.0	2 12.5	5 31.3	6 37.5
Mississippi	3 25.0	8 66.7	1 8.3	1 8.3		2 16.7
North Carolina		21 42.0	26 52.0	5 10.0	6 12.0	1 2.0
Oklahoma		8 100.0			2 25.0	
South Carolina		8 57.1	5 35.7	2 14.3	4 28.6	2 14.3
Tennessee		3 25.0	4 33.3		2 16.7	5 41.7
Texas		29 69.0	7 16.7	7 16.7	11 26.2	5 11.9
West Virginia					1 100.0	
Virginia		4 17.4	15 65.2		14 60.9	1 4.3
Total	9 3.6	128 51.2	78 31.2	17 6.8	55 22.0	32 12.8

15. Approximately how many students were tested at your institution in Fall 1992 in Reading?

	1-250	251-500	501-750	751-1000	1001-2000	2001-5000	5001+	
State	N %	N %	N %	N %	N %	N %	N %	Total N %
Alabama		4 30.8	2 15.4	2 15.4	5 38.5			13 6.3
Arkansas	1 14.3	5 71.4				1 14.3		7 3.4
Florida	1 5.0	4 20.0	1 5.0	1 5.0	11 55.0	2 10.0		20 9.7
Georgia	2 20.0	5 50.0	1 10.0	1 10.0		1 10.0		10 4.8
Kentucky		3 33.3	2 22.2	2 22.2	2 22.2			9 4.3
Louisiana			1 100.0					1 .5
Maryland	1 7.7	2 15.4	1 7.7	1 7.7	5 38.5	2 15.4	1 7.7	13 6.3
Mississippi	2 25.0	3 37.5	2 25.0			1 12.5		8 3.9
North Carolina	7 17.1	10 24.4	5 12.2	10 24.4	8 19.5	1 2.4		41 19.8
Oklahoma		1 16.7	1 16.7	1 16.7	1 16.7	2 33.3		6 2.9
South Carolina	2 14.3	4 28.6	1 7.1	2 14.3	3 21.4	2 14.3		14 6.8
Tennessee		4 50.0	1 12.5	2 25.0	1 12.5			8 3.9
Texas	3 8.6	3 8.6	4 11.4	6 17.1	7 20.0	10 28.6	2 5.7	35 16.9
West Virginia				1 100.0				1 .5
Virginia	4 19.0	5 23.8	4 19.0	1 4.8	6 28.6	1 4.8		21 10.1
Total	23 11.1	53 25.6	26 12.6	30 14.5	49 23.7	23 11.1	3 1.4	207 100.0

15. Approximately how many students were tested at your institution in Fall 1992 in Writing?

	1-250	251-500	501-750	751-1000	1001-2000	2001-5000	5001 +	
State	N %	N %	N %	N %	N %	N %	N %	Total N %
Alabama		4 30.8	2 15.4	2 15.4	4 30.8	1 7.7		13 6.2
Arkansas	1 14.3	5 71.4				1 14.3		7 3.3
Florida	1 5.0	4 20.0	1 5.0	1 5.0	11 55.0	2 10.0		20 9.5
Georgia	2 20.0	5 50.0	1 10.0	1 10.0		1 10.0		10 4.8
Kentucky		4 40.0	2 20.0	2 20.0	2 20.0			10 4.8
Louisiana	1 50.0		1 50.0					2 1.0
Maryland	1 7.7	2 15.4	1 7.7	1 7.7	5 38.5	2 15.4	1 7.7	13 6.2
Mississippi	3 33.3	1 11.1	3 33.3	1 11.1		1 11.1		9 4.3
North Carolina	9 22.0	9 22.0	4 9.8	11 26.8	7 17.1	1 2.4		41 19.5
Oklahoma		1 16.7	1 16.7	1 16.7	1 16.7	2 33.3		6 2.9
South Carolina	3 21.4	3 21.4	1 7.1	2 14.3	3 21.4	2 14.3		14 6.7
Tennessee		3 37.5	2 25.0	2 25.0	1 12.5			8 3.8
Texas	3 8.6	3 8.6	4 11.4	6 17.1	7 20.0	10 28.6	2 5.7	35 16.7
West Virginia				1 100.0				1 .5
Virginia	4 19.0	4 19.0	5 23.8	1 4.8	5 23.8	2 9.5		21 10.0
Total	28 13.3	48 22.9	28 13.3	32 15.2	46 21.9	25 11.9	3 1.4	210 100.0

15. Approximately how many students were tested at your institution in Fall 1992 in Mathematics?

	1-250	251-500	501-750	751-1000	1001-2000	2001-5000	5001+	
State	N %	N %	N %	N %	N %	N %	N %	Total N %
Alabama		4 30.8	1 7.7	2 15.4	5 38.5	1 7.7		13 6.2
Arkansas	1 14.3	5 71.4				1 14.3		7 3.3
Florida	1 5.0	4 20.0	1 5.0		12 60.0	2 10.0		20 9.5
Georgia	1 10.0	6 60.0	1 10.0	1 10.0		1 10.0		10 4.8
Kentucky	1 10.0	3 30.0	2 20.0	2 20.0	2 20.0			10 4.8
Louisiana	1 50.0		1 50.0					2 1.0
Maryland	1 7.7	2 15.4	1 7.7	1 7.7	5 38.5	2 15.4	1 7.7	13 6.2
Mississippi	3 33.3	2 22.2	2 22.2		1 11.1	1 11.1		9 4.3
North Carolina	9 22.0	9 22.0	4 9.8	11 26.8	7 17.1	1 2.4		41 19.5
Oklahoma		1 16.7	1 16.7	2 33.3		1 16.7	1 16.7	6 2.9
South Carolina	2 14.3	4 28.6		3 21.4	3 21.4	2 14.3		14 6.7
Tennessee		2 25.0		2 25.0	4 50.0			8 3.8
Texas	2 5.7	3 8.6	3 8.6	4 11.4	12 34.3	9 25.7	2 5.7	35 16.7
West Virginia				1 100.0				1 .5
Virginia	4 19.0	5 23.8	3 14.3	2 9.5	5 23.8	1 4.8	1 4.8	21 10.0
Total	26 12.4	50 23.8	20 9.5	31 14.8	56 26.7	22 10.5	5 2.4	210 100.0

16. Under what conditions are placement tests waived? (check all that apply)

	On the basis of High School grades	On the basis of ACT/SAT scores	On the basis of success in previous college work	On the basis successfully completed developmental courses	No waivers permitted
State	N %	N %	N %	N %	N %
Alabama	1 7.1	2 14.3	11 78.6	5 35.7	2 14.3
Arkansas		4 57.1	4 57.1	2 28.6	2 28.6
Florida		15 60.0	12 48.0	5 20.0	8 32.0
Georgia	2 18.2	9 81.8	6 54.5	3 27.3	2 18.2
Kentucky		4 57.1	6 85.7	3 42.9	1 14.3
Louisiana		2 50.0	3 75.0	2 50.0	1 25.0
Maryland	2 12.5	7 43.8	13 81.3	8 50.0	1 6.3
Mississippi		7 63.6	5 45.5	5 45.5	3 27.3
North Carolina		22 44.9	36 73.5	14 28.6	6 12.2
Oklahoma		5 62.5	4 50.0	3 37.5	3 37.5
South Carolina		10 71.4	12 85.7	2 14.3	1 7.1
Tennessee		11 91.7	12 100.0	7 58.3	
Texas		28 68.3	23 56.1	16 39.0	6 14.6
West Virginia		1 100.0	1 100.0	1 100.0	
Virginia	2 8.7	6 26.1	23 100.0	16 69.6	
Total	7 2.9	133 54.7	171 70.4	92 37.9	36 14.8

17. What retest options for placement tests are permitted?

	Unlimited retests permitted	Limited retests permitted	No retest permitted	
State	N %	N %	N %	Total N %
Alabama	1 7.1	9 64.3	4 28.6	14 5.6
Arkansas	3 42.9	3 42.9	1 14.3	7 2.8
Florida	3 12.0	19 76.0	3 12.0	25 10.1
Georgia			11 100.0	11 4.4
Kentucky	2 18.2	5 45.5	4 36.4	11 4.4
Louisiana		1 25.0	3 75.0	4 1.6
Maryland	1 6.7	13 86.7	1 6.7	15 6.0
Mississippi	1 9.1	7 63.6	3 27.3	11 4.4
North Carolina	2 4.0	43 86.0	5 10.0	50 20.2
Oklahoma		6 75.0	2 25.0	8 3.2
South Carolina	1 7.1	11 78.6	2 14.3	14 5.6
Tennessee		10 83.3	2 16.7	12 4.8
Texas	7 16.7	29 69.0	6 14.3	42 16.9
West Virginia		1 100.0		1 0.4
Virginia		17 73.9	6 26.1	23 9.3
Total	21 8.5	174 70.2	53 21.4	248 100.0

18. How are cut-off scores determined for appropriate course placement?
(check all that apply) Math

	Based on locally developed norms	Based on nationally developed norms	Based on grade-level equivalencies	Based on specific deficiencies identified	State mandate
State	N %	N %	N %	N %	N %
Alabama	9 69.2	3 23.1	1 7.7	1 7.7	
Arkansas	1 14.3	3 42.9		1 14.3	2 28.6
Florida	11 45.8	9 37.5	1 4.2	2 8.3	8 33.3
Georgia	7 63.6	1 9.1		2 18.2	3 27.3
Kentucky	8 72.7	3 27.3		2 18.2	
Louisiana	1 25.0	1 25.0	1 25.0	2 50.0	
Maryland	8 53.3	3 20.0	2 13.3	4 26.7	
Mississippi	5 45.5	1 9.1	3 27.3	4 36.4	
North Carolina	34 69.4	17 34.7	1 2.0	5 10.2	
Oklahoma	6 75.0	2 25.0	1 12.5	2 25.0	
South Carolina	9 69.2	4 30.8		1 7.7	
Tennessee	3 25.0	3 25.0		4 33.3	3 25.0
Texas	25 59.5	4 9.5	3 7.1	12 28.6	3 7.1
West Virginia	1 100.0				
Virginia	17 73.9	9 39.1	1 4.3	3 13.0	
Total	145 59.4	63 25.8	14 5.7	45 18.4	19 7.8

19. Relative to placement test results, is there a level below which students are referred to public schools or other local or community agencies rather than your own college services for removing deficiencies? In reading?

	Yes	No	
State	N %	N %	Total N %
Alabama	3 23.1	10 76.9	13 5.3
Arkansas	2 28.6	5 71.4	7 2.9
Florida	3 12.5	21 87.5	24 9.8
Georgia		11 100.0	11 4.5
Kentucky		11 100.0	11 4.5
Louisiana		3 100.0	3 1.2
Maryland	4 25.0	12 75.0	16 6.6
Mississippi		11 100.0	11 4.5
North Carolina	6 12.0	44 88.0	50 20.5
Oklahoma	3 37.5	5 62.5	8 3.3
South Carolina	11 84.6	2 15.4	13 5.3
Tennessee	1 8.3	11 91.7	12 4.9
Texas	6 14.3	36 85.7	42 17.2
West Virginia		1 100.0	1 0.4
Virginia	13 59.1	9 40.9	22 9.0
Total	52 21.3	192 78.7	244 100.0

19. Relative to placement test results, is there a level below which students are referred to public schools or other local or community agencies rather than your own college services for removing deficiencies? In writing?

	Yes	No	
State	N %	N %	Total N %
Alabama	3 23.1	10 76.9	13 5.3
Arkansas		7 100.0	7 2.9
Florida	3 12.5	21 87.5	24 9.9
Georgia		11 100.0	11 4.5
Kentucky		11 100.0	11 4.5
Louisiana		4 100.0	4 1.6
Maryland	2 12.5	14 87.5	16 6.6
Mississippi		11 100.0	11 4.5
North Carolina	5 10.0	45 90.0	50 20.6
Oklahoma	2 25.0	6 75.0	8 3.3
South Carolina	5 45.5	6 54.5	11 4.5
Tennessee	1 8.3	11 91.7	12 4.9
Texas	3 7.1	39 92.9	42 17.3
West Virginia		1 100.0	1 0.4
Virginia	7 31.8	15 68.2	22 9.1
Total	31 12.8	212 87.2	243 100.0

19. Relative to placement test results, is there a level below which students are referred to public schools or other local or community agencies rather than your own college services for removing deficiencies? In mathematics?

	Yes	No	
State	N %	N %	Total N %
Alabama	3 23.1	10 76.9	13 5.4
Arkansas		7 100.0	7 2.9
Florida	3 12.5	21 87.5	24 9.9
Georgia		11 100.0	11 4.5
Kentucky		11 100.0	11 4.5
Louisiana		4 100.0	4 1.7
Maryland	2 12.5	14 87.5	16 6.6
Mississippi		11 100.0	11 4.5
North Carolina	4 8.2	45 91.8	49 20.2
Oklahoma	2 25.0	6 75.0	8 3.3
South Carolina	5 45.5	6 54.5	11 4.5
Tennessee	1 8.3	11 91.7	12 5.0
Texas	3 7.1	39 92.9	42 17.4
West Virginia		1 100.0	1 0.4
Virginia	3 13.6	19 86.4	22 9.1
Total	26 10.7	216 89.3	242 100.0

20. If assessment results indicate students' need for developmental course(s), is it mandatory that these courses be successfully completed before attempting:

For developmental math: College-level math?

	Yes	No	
State	N %	N %	Total N %
Alabama	10 71.4	4 28.6	14 5.6
Arkansas	7 100.0		7 2.8
Florida	25 100.0		25 10.0
Georgia	11 100.0		11 4.4
Kentucky	1 10.0	9 90.0	10 4.0
Louisiana	4 100.0		4 1.6
Maryland	14 87.5	2 12.5	16 6.4
Mississippi	11 84.6	2 15.4	13 5.2
North Carolina	43 86.0	7 14.0	50 20.0
Oklahoma	7 87.5	1 12.5	8 3.2
South Carolina	9 69.2	4 30.8	13 5.2
Tennessee	12 100.0		12 4.8
Texas	43 100.0		43 17.2
West Virginia	1 100.0		1 0.4
Virginia	23 100.0		23 9.2
Total	221 88.4	29 11.6	250 100.0

20. If assessment results indicate students' need for developmental course(s), is it mandatory that these courses be successfully completed before attempting:

For developmental math: College-level non-math courses?

	Yes	No	
State	N %	N %	Total N %
Alabama	1 7.7	12 92.3	13 5.9
Arkansas		7 100.0	7 3.2
Florida	4 18.2	18 81.8	22 10.0
Georgia	1 11.1	8 88.9	9 4.1
Kentucky		9 100.0	9 4.1
Louisiana		3 100.0	3 1.4
Maryland	6 42.9	8 57.1	14 6.4
Mississippi	1 11.1	8 88.9	9 4.1
North Carolina	9 20.9	34 79.1	43 19.6
Oklahoma	2 28.6	5 71.4	7 3.2
South Carolina	3 27.3	8 72.7	11 5.0
Tennessee	3 25.0	9 75.0	12 5.5
Texas	16 43.2	21 56.8	37 16.9
West Virginia		1 100.0	1 0.5
Virginia	8 36.4	14 63.6	22 10.0
Total	54 24.7	165 75.3	219 100.0

20. If assessment results indicate students' need for developmental course(s), is it mandatory that these courses be successfully completed before attempting:

For developmental writing: Freshman English?

	Yes	No	
State	N %	N %	Total N %
Alabama	10 71.4	4 28.6	14 5.6
Arkansas	7 100.0		7 2.8
Florida	25 100.0		25 10.0
Georgia	10 90.9	1 9.1	11 4.4
Kentucky	1 10.0	9 90.0	10 4.0
Louisiana	4 100.0		4 1.6
Maryland	15 93.8	1 6.3	16 6.4
Mississippi	11 84.6	2 15.4	13 5.2
North Carolina	43 86.0	7 14.0	50 20.0
Oklahoma	7 87.5	1 12.5	8 3.2
South Carolina	9 69.2	4 30.8	13 5.2
Tennessee	12 100.0		12 4.8
Texas	43 100.0		43 17.2
West Virginia	1 100.0		1 0.4
Virginia	23 100.0		23 9.2
Total	221 88.4	29 11.6	250 100.0

20. If assessment results indicate students' need for developmental course(s), is it mandatory that these courses be successfully completed before attempting:

For developmental writing: College-level non-English courses?

	Yes	No	
State	N %	N %	Total N %
Alabama	2 15.4	11 84.6	13 6.0
Arkansas		7 100.0	7 3.2
Florida	9 39.1	14 60.9	23 10.6
Georgia	3 33.3	6 66.7	9 4.1
Kentucky		9 100.0	9 4.1
Louisiana		3 100.0	3 1.4
Maryland	7 50.0	7 50.0	14 6.5
Mississippi	3 37.5	5 62.5	8 3.7
North Carolina	10 23.8	32 76.2	42 19.4
Oklahoma	1 14.3	6 85.7	7 3.2
South Carolina	2 18.2	9 81.8	11 5.1
Tennessee	4 33.3	8 66.7	12 5.5
Texas	14 38.9	22 61.1	36 16.6
West Virginia		1 100.0	1 0.5
Virginia	9 40.9	13 59.1	22 10.1
Total	64 29.5	153 70.5	217 100.0

20. If assessment results indicate students' need for developmental course(s), is it mandatory that these courses be successfully completed before attempting:

For developmental reading: Specifically identified credit courses?

	Yes	No	
State	N %	N %	Total N %
Alabama	6 42.9	8 57.1	14 5.7
Arkansas	5 71.4	2 28.6	7 2.8
Florida	18 75.0	6 25.0	24 9.8
Georgia	10 100.0		10 4.1
Kentucky		10 100.0	10 4.1
Louisiana	1 33.3	2 66.7	3 1.2
Maryland	11 68.8	5 31.3	16 6.5
Mississippi	9 69.2	4 30.8	13 5.3
North Carolina	35 70.0	15 30.0	50 20.3
Oklahoma	7 87.5	1 12.5	8 3.3
South Carolina	7 58.3	5 41.7	12 4.9
Tennessee	12 100.0		12 4.9
Texas	32 74.4	11 25.6	43 17.5
West Virginia	1 100.0		1 0.4
Virginia	22 95.7	1 4.3	23 9.3
Total	176 71.5	70 28.5	246 100.0

21. Are any restrictions placed on the course (credit) load of students enrolled in developmental courses?

	Yes, restrictions are mandatory	Yes, restrictions are strongly recommended	No restrictions	
State	N %	N %	N %	Total N %
Alabama	2 14.3	4 28.6	8 57.1	14 5.5
Arkansas		4 57.1	3 42.9	7 2.8
Florida	2 8.0	12 48.0	11 44.0	25 9.9
Georgia	6 54.5	3 27.3	2 18.2	11 4.3
Kentucky	1 9.1	2 18.2	8 72.7	11 4.3
Louisiana	1 25.0	1 25.0	2 50.0	4 1.6
Maryland	3 17.6	6 35.3	8 47.1	17 6.7
Mississippi	3 23.1	6 46.2	4 30.8	13 5.1
North Carolina	5 9.6	27 51.9	20 38.5	52 20.6
Oklahoma	2 25.0	3 37.5	3 37.5	8 3.2
South Carolina	2 15.4	6 46.2	5 38.5	13 5.1
Tennessee	2 16.7	7 58.3	3 25.0	12 4.7
Texas	10 23.8	16 38.1	16 38.1	42 16.6
West Virginia		1 100.0		1 .4
Virginia	1 4.3	10 43.5	12 52.2	23 9.1
Total	40 15.8	108 42.7	105 41.5	253 100.0

22. If unsuccessful in completing a developmental course in the first attempt, are students permitted to repeat or re-enroll in your developmental courses for additional terms?

	Yes, unlimited repeats permitted	Yes, limited repeats permitted	No, repeats are not permitted	
State	N %	N %	N %	Total N %
Alabama	10 76.9	3 23.1		13 5.1
Arkansas	6 85.7	1 14.3		7 2.8
Florida		25 100.0		25 9.9
Georgia		11 100.0		11 4.3
Kentucky	9 81.8	2 18.2		11 4.3
Louisiana	2 50.0	2 50.0		4 1.6
Maryland	7 41.2	10 58.8		17 6.7
Mississippi	10 76.9	3 23.1		13 5.1
North Carolina	33 63.5	19 36.5		52 20.6
Oklahoma	3 37.5	5 62.5		8 3.2
South Carolina	2 15.4	11 84.6		13 5.1
Tennessee		12 100.0		12 4.7
Texas	35 81.4	8 18.6		43 17.0
West Virginia		1 100.0		1 .4
Virginia	1 4.3	22 95.7		23 9.1
Total	118 46.6	135 53.4		253 100.0

23. What kind of grading scale is used in developmental courses?
(check all that apply)

	Traditional (A,B,C,..)	Successful/ Unsuccessful (S,U)	Pass/Fail (P,F)	Other,e.g., Re-enroll or Repeat (R)
State	N %	N %	N %	N %
Alabama	9 64.3	3 21.4	1 7.1	4 28.6
Arkansas	6 85.7			2 28.6
Florida	20 80.0	2 8.0	1 4.0	6 24.0
Georgia	6 54.5	5 45.5		6 54.5
Kentucky	3 27.3	1 9.1	9 81.8	5 45.5
Louisiana	3 75.0	1 25.0	2 50.0	1 25.0
Maryland	7 41.2	5 29.4	5 29.4	4 23.5
Mississippi	12 92.3			1 7.7
North Carolina	40 76.9	4 7.7	7 13.5	19 36.5
Oklahoma	3 37.5	3 37.5	2 25.0	2 25.0
South Carolina	6 46.2	7 53.8		1 7.7
Tennessee	10 83.3			3 25.0
Texas	34 79.1	4 9.3	4 9.3	14 32.6
West Virginia				1 100.0
Virginia		18 78.3	2 8.7	18 78.3
Total	159 62.6	53 20.9	33 13.0	87 34.3

24. What kind of credit is given for developmental courses?

	Degree credit, (applicable to an award)	Institution credit only (not applicable to an award)	No credit awarded	
State	N %	N %	N %	Total N %
Alabama		8 66.7	4 33.3	12 4.8
Arkansas		6 85.7	1 14.3	7 2.8
Florida		23 92.0	2 8.0	25 10.0
Georgia		11 100.0		11 4.4
Kentucky		11 100.0		11 4.4
Louisiana		3 75.0	1 25.0	4 1.6
Maryland		8 47.1	9 52.9	17 6.8
Mississippi	3 23.1	10 76.9		13 5.2
North Carolina	1 2.0	45 90.0	4 8.0	50 20.0
Oklahoma	1 12.5	6 75.0	1 12.5	8 3.2
South Carolina		12 92.3	1 7.7	13 5.2
Tennessee		12 100.0		12 4.8
Texas		36 83.7	7 16.3	43 17.2
West Virginia		1 100.0		1 .4
Virginia		23 100.0		23 9.2
Total	5 2.0	215 86.0	30 12.0	250 100.0

25. If credit is awarded for developmental courses, do grades earned contribute to the student's Grade Point Average?

	Yes	No	
State	N %	N %	Total N %
Alabama	7 63.6	4 36.4	11 5.0
Arkansas	4 66.7	2 33.3	6 2.8
Florida	8 40.0	12 60.0	20 9.2
Georgia	4 40.0	6 60.0	10 4.6
Kentucky	3 27.3	8 72.7	11 5.0
Louisiana	3 100.0		3 1.4
Maryland	3 33.3	6 66.7	9 4.1
Mississippi	12 92.3	1 7.7	13 6.0
North Carolina	23 51.1	22 48.9	45 20.6
Oklahoma	3 42.9	4 57.1	7 3.2
South Carolina	4 30.8	9 69.2	13 6.0
Tennessee	7 63.6	4 36.4	11 5.0
Texas	15 39.5	23 60.5	38 17.4
West Virginia	1 100.0		1 .5
Virginia		20 100.0	20 9.2
Total	97 44.5	121 55.5	218 100.0

26. Which of the following best describes the calendar format used for developmental courses?

State	Semester length N %	Quarter length N %	Less than a semester or quarter N %	Open exit at completion of specific competencies N %	Other N %	Total N %
Alabama	1 7.1	11 78.6		2 14.3		14 5.6
Arkansas	6 85.7				1 14.3	7 2.8
Florida	25 100.0					25 9.9
Georgia		11 100.0				11 4.4
Kentucky	10 90.9		1 9.1			11 4.4
Louisiana	4 100.0					4 1.6
Maryland	16 94.1		1 5.9			17 6.7
Mississippi	12 92.3				1 7.7	13 5.2
North Carolina		50 98.0			1 2.0	51 20.2
Oklahoma	7 87.5			1 12.5		8 3.2
South Carolina	12 100.0					12 4.8
Tennessee	11 91.7				1 8.3	12 4.8
Texas	41 95.3				2 4.7	43 17.1
West Virginia				1 100.0		1 0.4
Virginia	21 91.3				2 8.7	23 9.1
Total	166 65.9	72 28.6	2 0.8	4 1.6	8 3.2	252 100.0

27(a). Are class sizes in developmental courses limited by policy?

In reading?

	Yes	No	
State	N %	N %	Total N %
Alabama	10 76.9	3 23.1	13 5.3
Arkansas	5 71.4	2 28.6	7 2.8
Florida	17 70.8	7 29.2	24 9.7
Georgia	7 63.6	4 36.4	11 4.5
Kentucky	10 100.0		10 4.0
Louisiana	2 66.7	1 33.3	3 1.2
Maryland	13 76.5	4 23.5	17 6.9
Mississippi	8 66.7	4 33.3	12 4.9
North Carolina	37 71.2	15 28.8	52 21.1
Oklahoma	4 50.0	4 50.0	8 3.2
South Carolina	7 58.3	5 41.7	12 4.9
Tennessee	12 100.0		12 4.9
Texas	27 64.3	15 35.7	42 17.0
West Virginia		1 100.0	1 0.4
Virginia	15 65.2	8 34.8	23 9.3
Total	174 70.4	73 29.6	247 100.0

27(a). Are class sizes in developmental courses limited by policy?

In writing?

	Yes	No	
State	N %	N %	Total N %
Alabama	11 78.6	3 21.4	14 5.6
Arkansas	5 71.4	2 28.6	7 2.8
Florida	17 70.8	7 29.2	24 9.5
Georgia	7 63.6	4 36.4	11 4.4
Kentucky	11 100.0		11 4.4
Louisiana	4 100.0		4 1.6
Maryland	13 76.5	4 23.5	17 6.7
Mississippi	9 69.2	4 30.8	13 5.2
North Carolina	37 71.2	15 28.8	52 20.6
Oklahoma	4 50.0	4 50.0	8 3.2
South Carolina	8 61.5	5 38.5	13 5.2
Tennessee	12 100.0		12 4.8
Texas	27 64.3	15 35.7	42 16.7
West Virginia		1 100.0	1 0.4
Virginia	15 65.2	8 34.8	23 9.1
Total	180 71.4	72 28.6	252 100.0

27(a). Are class sizes in developmental courses limited by policy?

In mathematics?

State	Yes N %	No N %	Total N %
Alabama	8 66.7	4 33.3	12 4.8
Arkansas	5 71.4	2 28.6	7 2.8
Florida	18 72.0	7 28.0	25 10.0
Georgia	7 63.6	4 36.4	11 4.4
Kentucky	11 100.0		11 4.4
Louisiana	3 75.0	1 25.0	4 1.6
Maryland	13 76.5	4 23.5	17 6.8
Mississippi	9 69.2	4 30.8	13 5.2
North Carolina	35 67.3	17 32.7	52 20.8
Oklahoma	4 50.0	4 50.0	8 3.2
South Carolina	8 61.5	5 38.5	13 5.2
Tennessee	12 100.0		12 4.8
Texas	25 61.0	16 39.0	41 16.4
West Virginia		1 100.0	1 0.4
Virginia	14 60.9	9 39.1	23 9.2
Total	172 68.8	78 31.2	250 100.0

27(b). What is the usual class size in developmental reading?

	1-10	11-15	16-20	21 and over	
State	N %	N %	N %	N %	Total N %
Alabama	3 23.1	4 30.8	4 30.8	2 15.4	13 5.3
Arkansas	1 14.3		4 57.1	2 28.6	7 2.8
Florida	1 4.0	5 20.0	7 28.0	12 48.0	25 10.1
Georgia			2 18.2	9 81.8	11 4.5
Kentucky	1 10.0	1 10.0	5 50.0	3 30.0	10 4.0
Louisiana				2 100.0	2 0.8
Maryland		4 23.5	9 52.9	4 23.5	17 6.9
Mississippi		1 8.3	9 75.0	2 16.7	12 4.9
North Carolina	8 15.4	11 21.2	20 38.5	13 25.0	52 21.1
Oklahoma		1 12.5	5 62.5	2 25.0	8 3.2
South Carolina		1 8.3	8 66.7	3 25.0	12 4.9
Tennessee			2 16.7	10 83.3	12 4.9
Texas	3 7.1	7 16.7	21 50.0	11 26.2	42 17.0
West Virginia				1 100.0	1 0.4
Virginia		4 17.4	14 60.9	5 21.7	23 9.3
Total	17 6.9	39 15.8	110 44.5	81 32.8	247 100.0

27(b). What is the usual class size in developmental writing?

	1-10	11-15	16-20	21 and over	
State	N %	N %	N %	N %	Total N %
Alabama	1 7.1	3 21.4	5 35.7	5 35.7	14 5.6
Arkansas		1 14.3	2 28.6	4 57.1	7 2.8
Florida		3 12.0	10 40.0	12 48.0	25 9.9
Georgia			1 9.1	10 90.9	11 4.4
Kentucky		4 36.4	6 54.5	1 9.1	11 4.4
Louisiana				3 100.0	3 1.2
Maryland		2 11.8	12 70.6	3 17.6	17 6.7
Mississippi		1 7.7	6 46.2	6 46.2	13 5.2
North Carolina	7 13.5	10 19.2	19 36.5	16 30.8	52 20.6
Oklahoma		1 12.5	4 50.0	3 37.5	8 3.2
South Carolina			10 76.9	3 23.1	13 5.2
Tennessee			3 25.0	9 75.0	12 4.8
Texas		5 11.9	26 61.9	11 26.2	42 16.7
West Virginia				1 100.0	1 0.4
Virginia		2 8.7	15 65.2	6 26.1	23 9.1
Total	8 3.2	32 12.7	119 47.2	93 36.9	252 100.0

27(b). What is the usual class size in developmental mathematics?

	1-10	11-15	16-20	21 and over	
State	N %	N %	N %	N %	Total N %
Alabama	1 7.7	3 23.1	2 15.4	7 53.8	13 5.2
Arkansas			1 14.3	6 85.7	7 2.8
Florida		2 8.0	2 8.0	21 84.0	25 10.0
Georgia				11 100.0	11 4.4
Kentucky		3 27.3	2 18.2	6 54.5	11 4.4
Louisiana				3 100.0	3 1.2
Maryland			7 41.2	10 58.8	17 6.8
Mississippi		1 7.7	1 7.7	11 84.6	13 5.2
North Carolina	4 7.7	9 17.3	17 32.7	22 42.3	52 20.8
Oklahoma		1 12.5	4 50.0	3 37.5	8 3.2
South Carolina			3 23.1	10 76.9	13 5.2
Tennessee			2 16.7	10 83.3	12 4.8
Texas		1 2.4	8 19.5	32 78.0	41 16.4
West Virginia				1 100.0	1 0.4
Virginia		2 8.7	9 39.1	12 52.2	23 9.2
Total	5 2.0	22 8.8	58 23.2	165 66.0	250 100.0

28. Which of the following instructional delivery formats are used for developmental courses at your institution? (check all that apply) Math

	Primarily lecture	Small group	Combo-lecture and opt learning lab	Combo-lecture and req learning lab	Self-paced supervised lab written material	Self-paced supervised lab computer assisted	Self-paced independ study written materials	Self-paced independ study computer instruct	Other
State	N %	N %	N %	N %	N %	N %	N %	N %	N %
Alabama	4 28.6	2 14.3	5 35.7	5 35.7	2 14.3	4 28.6	1 7.1	3 21.4	
Arkansas	5 71.4	3 42.9	5 71.4	1 14.3		3 42.9			
Florida	9 36.0	9 36.0	7 28.0	16 64.0	5 20.0	9 36.0	1 4.0	3 12.0	1 4.0
Georgia	5 45.5	4 36.4	4 36.4	6 54.5		1 9.1			1 9.1
Kentucky	5 45.5	6 54.5	7 63.6	4 36.4	1 9.1	2 18.2			
Louisiana	3 75.0		3 75.0	1 25.0		1 25.0			
Maryland	5 31.3	7 43.8	9 56.3	5 31.3	3 18.8	7 43.8	1 6.3		2 12.5
Mississippi	7 53.8	5 38.5	4 30.8	1 7.7	3 23.1	2 15.4		1 7.7	1 7.7
North Carolina	25 48.1	16 30.8	16 30.8	8 15.4	10 19.2	11 21.2	5 9.6	4 7.7	9 17.3
Oklahoma	2 25.0	1 12.5	4 50.0	3 37.5	1 12.5	3 37.5	1 12.5	2 25.0	1 12.5
South Carolina	6 46.2	5 38.5	4 30.8	4 30.8	3 23.1	7 53.8	2 15.4		1 7.7
Tennessee	8 66.7	2 16.7	3 25.0	4 33.3	1 8.3	5 41.7		1 8.3	1 8.3
Texas	14 33.3	7 16.7	16 38.1	23 54.8	6 14.3	18 42.9	2 4.8	5 11.9	3 7.1
West Virginia									1 100.0
Virginia	18 78.3	7 30.4	4 17.4	6 26.1	9 39.1	5 21.7	3 13.0		3 13.0
Total	116 46.0	74 29.4	91 36.1	87 34.5	44 17.5	78 31.0	16 6.3	19 7.5	24 9.5

29(a). If more than one instructional delivery format is used, do students have a choice of which one they take?

	Yes	No	
State	N %	N %	Total N %
Alabama	2 14.3	12 85.7	14 6.1
Arkansas	1 14.3	6 85.7	7 3.0
Florida	4 22.2	14 77.8	18 7.8
Georgia	2 20.0	8 80.0	10 4.3
Kentucky	5 50.0	5 50.0	10 4.3
Louisiana		3 100.0	3 1.3
Maryland	4 28.6	10 71.4	14 6.1
Mississippi	1 8.3	11 91.7	12 5.2
North Carolina	9 18.0	41 82.0	50 21.7
Oklahoma	2 25.0	6 75.0	8 3.5
South Carolina	6 46.2	7 53.8	13 5.7
Tennessee	2 18.2	9 81.8	11 4.8
Texas	10 27.0	27 73.0	37 16.1
West Virginia	1 100.0		1 .4
Virginia	12 54.5	10 45.5	22 9.6
Total	61 26.5	169 73.5	230 100.0

29(b). Have you conducted a formal evaluation comparing student success or satisfaction with the different formats?

	Yes	No	
State	N %	N %	Total N %
Alabama	4 33.3	8 66.7	12 5.3
Arkansas	1 14.3	6 85.7	7 3.1
Florida	3 16.7	15 83.3	18 7.9
Georgia	1 10.0	9 90.0	10 4.4
Kentucky	2 20.0	8 80.0	10 4.4
Louisiana		3 100.0	3 1.3
Maryland	1 7.7	12 92.3	13 5.7
Mississippi	1 9.1	10 90.9	11 4.8
North Carolina	11 22.0	39 78.0	50 21.9
Oklahoma		8 100.0	8 3.5
South Carolina	6 46.2	7 53.8	13 5.7
Tennessee	4 33.3	8 66.7	12 5.3
Texas	7 17.9	32 82.1	39 17.1
West Virginia		1 100.0	1 .4
Virginia	6 28.6	15 71.4	21 9.2
Total	47 20.6	181 79.4	228 100.0

30. If a pre-test is administered within the developmental course, how is this pre-test used? (check all that apply) Reading

	No pre-test administered	Pre-test to confirm placement	Pre-test to diagnosis deficiencies	Pre-test to set a base line for post-test comparison
State	N %	N %	N %	N %
Alabama	4 36.4	5 45.5	4 36.4	2 18.2
Arkansas		5 71.4	4 57.1	4 57.1
Florida	2 8.0	19 76.0	13 52.0	7 28.0
Georgia	2 22.2	2 22.2	3 33.3	3 33.3
Kentucky	4 40.0	5 50.0	4 40.0	2 20.0
Louisiana	1 33.3	2 66.7	2 66.7	1 33.3
Maryland	4 23.5	12 70.6	6 35.3	5 29.4
Mississippi	2 18.2	8 72.7	5 45.5	3 27.3
North Carolina	8 16.0	31 62.0	30 60.0	21 42.0
Oklahoma		7 100.0	5 71.4	5 71.4
South Carolina	4 33.3	6 50.0	6 50.0	4 33.3
Tennessee		11 91.7	10 83.3	1 8.3
Texas	8 21.1	26 68.4	19 50.0	13 34.2
West Virginia		1 100.0	1 100.0	
Virginia	1 4.5	20 90.9	16 72.7	10 45.5
Total	40 17.0	160 68.1	128 54.5	81 34.5

30. If a pre-test is administered within the developmental course, how is this pre-test used? (check all that apply) Writing

	No pre-test administered	Pre-test to confirm placement	Pre-test to diagnosis deficiencies	Pre-test to set a base line for post-test comparison
State	N %	N %	N %	N %
Alabama	4 30.8	7 53.8	6 46.2	2 15.4
Arkansas	2 28.6	5 71.4	2 28.6	2 28.6
Florida	3 12.0	19 76.0	13 52.0	5 20.0
Georgia	2 22.2	3 33.3	3 33.3	3 33.3
Kentucky	5 45.5	5 45.5	5 45.5	2 18.2
Louisiana	1 25.0	3 75.0	3 75.0	
Maryland	4 23.5	13 76.5	5 29.4	4 23.5
Mississippi	3 23.1	10 76.9	4 30.8	3 23.1
North Carolina	14 28.0	28 56.0	25 50.0	21 42.0
Oklahoma		4 57.1	5 71.4	3 42.9
South Carolina	7 53.8	4 30.8	5 38.5	3 23.1
Tennessee		11 91.7	8 66.7	
Texas	7 20.0	24 68.6	17 48.6	9 25.7
West Virginia		1 100.0	1 100.0	
Virginia	1 4.5	18 81.8	14 63.6	8 36.4
Total	53 22.2	155 64.9	116 48.5	65 27.2

30. If a pre-test is administered within the developmental course, how is this pre-test used? (check all that apply) Math

	No pre-test administered	Pre-test to confirm placement	Pre-test to diagnosis deficiencies	Pre-test to set a base line for post-test comparison
State	N %	N %	N %	N %
Alabama	4 36.4	5 45.5	4 36.4	1 9.1
Arkansas	2 28.6	4 57.1	3 42.9	2 28.6
Florida	6 26.1	16 69.6	8 34.8	2 8.7
Georgia	4 40.0	3 30.0	1 10.0	3 30.0
Kentucky	2 20.0	6 60.0	5 50.0	
Louisiana	2 50.0	2 50.0	2 50.0	1 25.0
Maryland	7 43.8	9 56.3	4 25.0	3 18.8
Mississippi	3 25.0	8 66.7	5 41.7	3 25.0
North Carolina	17 34.7	26 53.1	21 42.9	16 32.7
Oklahoma		7 87.5	5 62.5	2 25.0
South Carolina	5 35.7	6 42.9	6 42.9	4 28.6
Tennessee	2 16.7	10 83.3	5 41.7	
Texas	12 31.6	22 57.9	17 44.7	7 18.4
West Virginia		1 100.0	1 100.0	
Virginia	3 13.0	15 65.2	12 52.2	7 30.4
Total	69 29.0	140 58.8	99 41.6	51 21.4

31. If a post-test is administered within the developmental course, how is this post-test used? (check all that apply) Math

	No post-test administered	Post-test to determine student readiness for the next course	Post-test to determine grade in the developmental course	Post-test in combination with pre-test or placement to determine "value added"
State	N %	N %	N %	N %
Alabama	7 58.3	4 33.3	1 8.3	2 16.7
Arkansas	1 14.3	4 57.1	3 42.9	2 28.6
Florida	5 22.7	14 63.6	8 36.4	2 9.1
Georgia	2 20.0	8 80.0	3 30.0	2 20.0
Kentucky	3 33.3	4 44.4	3 33.3	2 22.2
Louisiana	1 25.0	3 75.0	1 25.0	
Maryland	6 37.5	8 50.0	7 43.8	2 12.5
Mississippi	1 8.3	9 75.0	2 16.7	4 33.3
North Carolina	8 16.3	36 73.5	19 38.8	10 20.4
Oklahoma	2 40.0	3 60.0	1 20.0	
South Carolina	2 14.3	10 71.4	6 42.9	4 28.6
Tennessee		8 66.7	3 25.0	5 41.7
Texas	5 12.8	27 69.2	20 51.3	6 15.4
West Virginia		1 100.0	1 100.0	
Virginia	2 8.7	15 65.2	12 52.2	10 43.5
Total	45 19.1	154 65.5	90 38.3	51 21.7

31. If a post-test is administered within the developmental course, how is this post-test used? (check all that apply) Reading

	No post-test administered	Post-test to determine student readiness for for next course	Post-test to determine grade in the developmental course	Post-test in combination with pre-test or placement to determine "value added"
State	N %	N %	N %	N %
Alabama	4 36.4	5 45.5	3 27.3	2 18.2
Arkansas	1 14.3	4 57.1	3 42.9	2 28.6
Florida	3 13.0	16 69.6	7 30.4	5 21.7
Georgia	2 20.0	7 70.0	3 30.0	2 20.0
Kentucky	3 30.0	3 30.0	3 30.0	4 40.0
Louisiana		3 100.0	2 66.7	
Maryland	3 20.0	10 66.7	6 40.0	3 20.0
Mississippi		8 72.7	2 18.2	4 36.4
North Carolina	4 8.0	39 78.0	20 40.0	14 28.0
Oklahoma	2 25.0	5 62.5	3 37.5	3 37.5
South Carolina	1 7.7	11 84.6	4 30.8	3 23.1
Tennessee		8 66.7	3 25.0	6 50.0
Texas	2 5.0	34 85.0	19 47.5	10 25.0
West Virginia		1 100.0	1 100.0	
Virginia		16 72.7	12 54.5	11 50.0
Total	25 10.6	170 72.0	91 38.6	69 29.2

31. If a post-test is administered within the developmental course, how is this post-test used? (check all that apply) Writing

	No post-test administered	Post-test to determine student readiness for for next course	Post-test to determine grade in the developmental course	Post-test in combination with pre-test or placement to determine "value added"
State	N %	N %	N %	N %
Alabama	5 41.7	5 41.7	2 16.7	3 25.0
Arkansas	5 71.4	2 28.6	2 28.6	1 14.3
Florida	2 8.7	17 73.9	9 39.1	3 13.0
Georgia	1 10.0	8 80.0	3 30.0	2 20.0
Kentucky	4 40.0	4 40.0	3 30.0	3 30.0
Louisiana		3 100.0	3 100.0	
Maryland	3 20.0	10 66.7	6 40.0	3 20.0
Mississippi	1 8.3	9 75.0	2 16.7	4 33.3
North Carolina	4 8.0	43 86.0	20 40.0	13 26.0
Oklahoma	3 50.0	3 50.0	2 33.3	1 16.7
South Carolina	2 15.4	10 76.9	4 30.8	3 23.1
Tennessee		8 66.7	3 25.0	5 41.7
Texas	4 10.5	30 78.9	20 52.6	7 18.4
West Virginia		1 100.0	1 100.0	
Virginia	2 9.1	16 72.7	11 50.0	9 40.9
Total	36 15.4	169 72.2	91 38.9	57 24.4

32. In addition to cognitive skills related to specific course content, what other skills are taught in the formal context of your developmental program? (check all that apply)

	None; skills taught in content areas only	Motivational or inter-personal skills	Career development and job skills	Study skills/ testing skills	Critical thinking skills
State	N %	N %	N %	N %	N %
Alabama	3 21.4	5 35.7	4 28.6	10 71.4	8 57.1
Arkansas	2 28.6	4 57.1	3 42.9	5 71.4	4 57.1
Florida	6 24.0	11 44.0	3 12.0	19 76.0	16 64.0
Georgia	1 9.1	5 45.5	4 36.4	8 72.7	9 81.8
Kentucky		6 60.0	3 30.0	10 100.0	8 80.0
Louisiana	1 25.0	2 50.0	3 75.0	3 75.0	3 75.0
Maryland	3 17.6	3 17.6	1 5.9	14 82.4	13 76.5
Mississippi	3 23.1	6 46.2	5 38.5	10 76.9	7 53.8
North Carolina	13 25.0	24 46.2	9 17.3	39 75.0	31 59.6
Oklahoma	4 50.0	3 37.5	2 25.0	5 62.5	4 50.0
South Carolina	3 21.4	7 50.0	4 28.6	10 71.4	10 71.4
Tennessee		11 91.7	7 58.3	12 100.0	11 91.7
Texas	6 14.6	20 48.8	6 14.6	36 87.8	31 75.6
West Virginia				1 100.0	
Virginia	3 13.0	14 60.9	7 30.4	19 82.6	19 82.6
Total	48 19.0	121 48.0	61 24.2	201 79.8	174 69.0

33. Who is involved in determining the specific discipline content and skills to be taught in your developmental courses? (check all that apply)

	Faculty who teach developmental courses only	Faculty who teach a combination developmental & discipline courses	Collaborative group of cross discipline faculty and/or counselors	Other
State	N %	N %	N %	N %
Alabama	2 14.3	8 57.1	4 28.6	1 7.1
Arkansas	2 28.6	5 71.4	1 14.3	
Florida	6 24.0	14 56.0	5 20.0	3 12.0
Georgia	5 45.5	3 27.3	4 36.4	1 9.1
Kentucky	4 36.4	6 54.5	3 27.3	
Louisiana		3 75.0	1 25.0	
Maryland	2 11.8	13 76.5	1 5.9	2 11.8
Mississippi	6 46.2	5 38.5	4 30.8	
North Carolina	12 23.1	31 59.6	15 28.8	5 9.6
Oklahoma	1 12.5	4 50.0	3 37.5	
South Carolina	2 14.3	6 42.9	6 42.9	
Tennessee	7 58.3	4 33.3	1 8.3	7 58.3
Texas	18 41.9	25 58.1	6 14.0	1 2.3
West Virginia			1 100.0	
Virginia	6 26.1	16 69.6	3 13.0	3 13.0
Total	73 28.6	143 56.1	58 22.7	23 9.0

34. How are funds allocated for developmental courses? (check all that apply)

	Basic budget plus adjustment enrollment	Established student to faculty funding ratios	Fixed sum negotiated in budget process	Wholly by grant funds	Basic budget plus performance funding	Basic budget plus grant funds	Wholly funded by special fees in addition to tuition
State	N %	N %	N %	N %	N %	N %	N %
Alabama	4 28.6	3 21.4	3 21.4	2 14.3		4 28.6	
Arkansas	2 28.6	2 28.6	5 71.4			2 28.6	
Florida	13 54.2	7 29.2	7 29.2		1 4.2	3 12.5	
Georgia	7 63.6	2 18.2	4 36.4				
Kentucky	1 10.0	2 20.0	4 40.0			5 50.0	
Louisiana	1 25.0				1 25.0	2 50.0	
Maryland	8 53.3	1 6.7	4 26.7			6 40.0	1 6.7
Mississippi	10 76.9	3 23.1	1 7.7			1 7.7	
North Carolina	20 39.2	13 25.5	13 25.5			10 19.6	
Oklahoma	2 25.0		3 37.5			3 37.5	2 25.0
South Carolina	6 42.9	4 28.6	7 50.0			1 7.1	
Tennessee	4 36.4	3 27.3	4 36.4		1 9.1		
Texas	21 50.0	1 2.4	23 54.8			4 9.5	3 7.1
West Virginia		1 100.0					
Virginia	9 39.1	13 56.5	4 17.4			4 17.4	
Total	108 43.5	55 22.2	82 33.1	2 0.8	3 1.2	45 18.1	6 2.4

36. Does your institution have a process for reviewing costs related to developmental education?

	Yes	No	
State	N %	N %	Total N %
Alabama	4 30.8	9 69.2	13 5.3
Arkansas	5 71.4	2 28.6	7 2.8
Florida	7 30.4	16 69.6	23 9.3
Georgia	3 27.3	8 72.7	11 4.5
Kentucky	1 9.1	10 90.9	11 4.5
Louisiana	2 50.0	2 50.0	4 1.6
Maryland	4 25.0	12 75.0	16 6.5
Mississippi	3 23.1	10 76.9	13 5.3
North Carolina	12 23.5	39 76.5	51 20.6
Oklahoma	2 28.6	5 71.4	7 2.8
South Carolina	4 30.8	9 69.2	13 5.3
Tennessee	10 83.3	2 16.7	12 4.9
Texas	13 31.0	29 69.0	42 17.0
West Virginia		1 100.0	1 0.4
Virginia	2 8.7	21 91.3	23 9.3
Total	72 29.1	175 70.9	247 100.0

37. Has your institution done any costing studies related to your developmental program?

	Yes	No	
State	N %	N %	Total N %
Alabama	1 8.3	11 91.7	12 4.9
Arkansas	3 42.9	4 57.1	7 2.9
Florida	4 17.4	19 82.6	23 9.4
Georgia		10 100.0	10 4.1
Kentucky		11 100.0	11 4.5
Louisiana		4 100.0	4 1.6
Maryland	1 6.3	15 93.8	16 6.5
Mississippi	1 7.7	12 92.3	13 5.3
North Carolina	1 2.0	50 98.0	51 20.8
Oklahoma	1 12.5	7 87.5	8 3.3
South Carolina		14 100.0	14 5.7
Tennessee	3 30.0	7 70.0	10 4.1
Texas	3 7.1	39 92.9	42 17.1
West Virginia		1 100.0	1 0.4
Virginia		23 100.0	23 9.4
Total	18 7.3	227 92.7	245 100.0

38. Have any state-wide studies been conducted on the cost of developmental education in your state?

	Yes	None that I'm aware of	
State	N %	N %	Total N %
Alabama	1 7.1	13 92.9	14 5.6
Arkansas	3 50.0	3 50.0	6 2.4
Florida	7 29.2	17 70.8	24 9.7
Georgia	3 27.3	8 72.7	11 4.4
Kentucky		11 100.0	11 4.4
Louisiana	2 50.0	2 50.0	4 1.6
Maryland		16 100.0	16 6.5
Mississippi		13 100.0	13 5.2
North Carolina	2 3.9	49 96.1	51 20.6
Oklahoma	3 37.5	5 62.5	8 3.2
South Carolina	4 28.6	10 71.4	14 5.6
Tennessee	10 83.3	2 16.7	12 4.8
Texas	4 9.8	37 90.2	41 16.5
West Virginia		1 100.0	1 0.4
Virginia	1 4.5	21 95.5	22 8.9
Total	40 16.1	208 83.9	248 100.0

40. In the past five years, has your institution considered ways to reduce the cost of your developmental education program without compromising the effectiveness of the program?

	Yes	No	
State	N %	N %	Total N %
Alabama	3 23.1	10 76.9	13 5.2
Arkansas	5 71.4	2 28.6	7 2.8
Florida	7 29.2	17 70.8	24 9.6
Georgia	1 9.1	10 90.9	11 4.4
Kentucky	1 9.1	10 90.9	11 4.4
Louisiana	1 25.0	3 75.0	4 1.6
Maryland	6 35.3	11 64.7	17 6.8
Mississippi	2 18.2	9 81.8	11 4.4
North Carolina	4 7.8	47 92.2	51 20.4
Oklahoma	2 25.0	6 75.0	8 3.2
South Carolina	8 57.1	6 42.9	14 5.6
Tennessee	11 91.7	1 8.3	12 4.8
Texas	14 32.6	29 67.4	43 17.2
West Virginia		1 100.0	1 0.4
Virginia	6 26.1	17 73.9	23 9.2
Total	71 28.4	179 71.6	250 100.0

41. Which of the following describes how your developmental program is evaluated? (Check only those considered to be your major assessment efforts.)

	Developmental program is not evaluated	Comprehensive, systematic evaluation in regular cycle of review	Regular reports by developmental program faculty	Review of end-of-course student evaluations	Periodic review of reports generated by IR/ASM	Other
State	N %	N %	N %	N %	N %	N %
Alabama	2 14.3	7 50.0	3 21.4	7 50.0	4 28.6	1 7.1
Arkansas		2 28.6	2 28.6	6 85.7	3 42.9	2 28.6
Florida	1 4.2	6 25.0	8 33.3	16 66.7	14 58.3	1 4.2
Georgia		6 54.5	3 27.3	8 72.7	10 90.9	3 27.3
Kentucky		3 27.3	6 54.5	5 45.5	5 45.5	1 9.1
Louisiana		2 50.0	1 25.0	3 75.0	3 75.0	
Maryland	1 5.9	5 29.4	7 41.2	12 70.6	10 58.8	2 11.8
Mississippi		5 38.5	4 30.8	9 69.2	6 46.2	1 7.7
North Carolina	4 7.7	30 57.7	14 26.9	37 71.2	12 23.1	4 7.7
Oklahoma		1 12.5	2 25.0	5 62.5	4 50.0	1 12.5
South Carolina		8 57.1	9 64.3	9 64.3	9 64.3	1 7.1
Tennessee		8 66.7	2 16.7	7 58.3	7 58.3	5 41.7
Texas	1 2.4	12 28.6	16 38.1	24 57.1	18 42.9	5 11.9
West Virginia				1 100.0	1 100.0	
Virginia		10 43.5	7 30.4	8 34.8	20 87.0	3 13.0
Total	9 3.6	105 41.5	84 33.2	157 62.1	126 49.8	30 11.9

42. Who is responsible for evaluating your developmental studies program?
(check all that apply)

	Instructional faculty	Academic administrators	Assessment and evaluation office	Other
State	N	N	N	N
	%	%	%	%
Alabama	8	6	1	2
	66.7	50.0	8.3	16.7
Arkansas	4	4	1	3
	66.7	66.7	16.7	50.0
Florida	15	21	6	1
	65.2	91.3	26.1	4.3
Georgia	8	8	4	4
	72.7	72.7	36.4	36.4
Kentucky	9	7	3	1
	81.8	63.6	27.3	9.1
Louisiana	1	1	3	2
	25.0	25.0	75.0	50.0
Maryland	10	14	3	1
	62.5	87.5	18.8	6.3
Mississippi	8	11	1	2
	66.7	91.7	8.3	16.7
North Carolina	27	31	13	9
	56.3	64.6	27.1	18.8
Oklahoma	3	6	3	
	37.5	75.0	37.5	
South Carolina	7	11	6	
	53.8	84.6	46.2	
Tennessee	4	6	3	8
	33.3	50.0	25.0	66.7
Texas	30	31	8	1
	73.2	75.6	19.5	2.4
West Virginia	1	1		
	100.0	100.0		
Virginia	21	16	15	
	91.3	69.6	65.2	
Total	156	174	70	34
	64.7	72.2	29.0	14.1

43. In the evaluation of your developmental program, which of the following factors are considered? (check all that apply)

	Student demo-graphics	Student complet-ion rates in develop-mental courses	Student complet-ion rates in college-level courses	Student GPA	College retention rates	Graduation rates	Faculty satisfact-ion with program	Student satisfact-ion with program	Other
State	N %	N %	N %	N %	N %	N %	N %	N %	N %
Alabama	3 25.0	9 75.0	11 91.7	6 50.0	6 50.0	1 8.3	6 50.0	7 58.3	
Arkansas	2 33.3	5 83.3	4 66.7	2 33.3	4 66.7	2 33.3	5 83.3	5 83.3	
Florida	9 37.5	22 91.7	21 87.5	12 50.0	15 62.5	14 58.3	9 37.5	14 58.3	2 8.3
Georgia	3 27.3	11 100.0	10 90.9	6 54.5	11 100.0	7 63.6	2 18.2	8 72.7	
Kentucky	5 45.5	8 72.7	7 63.6	4 36.4	5 45.5	6 54.5	9 81.8	10 90.9	2 18.2
Louisiana	1 25.0	4 100.0	4 100.0	1 25.0	3 75.0	4 100.0	1 25.0	3 75.0	
Maryland	10 62.5	14 87.5	14 87.5	8 50.0	9 56.3	5 31.3	8 50.0	10 62.5	1 6.3
Mississippi	1 7.7	12 92.3	12 92.3	5 38.5	8 61.5	3 23.1	4 30.8	5 38.5	
North Carolina	15 30.6	43 87.8	35 71.4	18 36.7	28 57.1	18 36.7	28 57.1	39 79.6	2 4.1
Oklahoma	4 50.0	7 87.5	6 75.0	4 50.0	4 50.0	2 25.0	3 37.5	4 50.0	
South Carolina	6 46.2	13 100.0	13 100.0	4 30.8	9 69.2	5 38.5	6 46.2	10 76.9	1 7.7
Tennessee	10 83.3	12 100.0	12 100.0	9 75.0	10 83.3	11 91.7	9 75.0	10 83.3	
Texas	11 26.8	38 92.7	32 78.0	17 41.5	29 70.7	15 36.6	17 41.5	28 68.3	3 7.3
West Virginia		1 100.0	1 100.0				1 100.0	1 100.0	
Virginia	8 36.4	22 100.0	20 90.9	15 68.2	17 77.3	16 72.7	6 27.3	10 45.5	2 9.1
Total	88 36.2	221 90.9	202 83.1	111 45.7	158 65.0	109 44.9	114 46.9	164 67.5	13 5.3

44. If all of your full-time college faculty were polled, in your opinion how would they assess the effectiveness of the developmental program with respect to preparing students for college-level work?

	Very effective	Quite effective	Somewhat effective	Needs major improvement	
State	N %	N %	N %	N %	Total N %
Alabama	2 14.3	9 64.3	2 14.3	1 7.1	14 5.5
Arkansas	1 14.3	4 57.1	2 28.6		7 2.8
Florida	5 20.0	12 48.0	6 24.0	2 8.0	25 9.9
Georgia	4 36.4	5 45.5	2 18.2		11 4.3
Kentucky		5 45.5	5 45.5	1 9.1	11 4.3
Louisiana	1 25.0	2 50.0	1 25.0		4 1.6
Maryland	1 5.9	10 58.8	4 23.5	2 11.8	17 6.7
Mississippi	2 15.4	6 46.2	5 38.5		13 5.1
North Carolina	8 15.7	25 49.0	17 33.3	1 2.0	51 20.2
Oklahoma	1 12.5	4 50.0	3 37.5		8 3.2
South Carolina	2 14.3	7 50.0	4 28.6	1 7.1	14 5.5
Tennessee	4 33.3	7 58.3	1 8.3		12 4.7
Texas	3 7.1	20 47.6	18 42.9	1 2.4	42 16.6
West Virginia		1 100.0			1 0.4
Virginia	1 4.3	12 52.2	8 34.8	2 8.7	23 9.1
Total	35 13.8	129 51.0	78 30.8	11 4.3	253 100.0

45(a). Are students asked to evaluate the success of the developmental program in preparing them for college-level work?

	Yes	No	
State	N %	N %	Total N %
Alabama	6 46.2	7 53.8	13 5.1
Arkansas	2 28.6	5 71.4	7 2.8
Florida	7 29.2	17 70.8	24 9.5
Georgia	8 72.7	3 27.3	11 4.3
Kentucky	7 63.6	4 36.4	11 4.3
Louisiana	2 50.0	2 50.0	4 1.6
Maryland	8 47.1	9 52.9	17 6.7
Mississippi	7 53.8	6 46.2	13 5.1
North Carolina	26 50.0	26 50.0	52 20.6
Oklahoma	5 62.5	3 37.5	8 3.2
South Carolina	10 71.4	4 28.6	14 5.5
Tennessee	8 66.7	4 33.3	12 4.7
Texas	15 34.9	28 65.1	43 17.0
West Virginia	1 100.0		1 0.4
Virginia	13 56.5	10 43.5	23 9.1
Total	125 49.4	128 50.6	253 100.0

45(b). If yes, (students are asked to evaluate the success of the developmental program) what best describes the overall student evaluation of the program?

	Very effective	Quite effective	Somewhat effective	Needs major improvement	
State	N %	N %	N %	N %	Total N %
Alabama	1 14.3	4 57.1	2 28.6		7 5.6
Arkansas		2 100.0			2 1.6
Florida	3 42.9	4 57.1			7 5.6
Georgia	4 50.0	4 50.0			8 6.3
Kentucky	1 16.7	4 66.7	1 16.7		6 4.8
Louisiana		1 100.0			1 0.8
Maryland	1 10.0	7 70.0	1 10.0	1 10.0	10 7.9
Mississippi	1 16.7	3 50.0	2 33.3		6 4.8
North Carolina	8 32.0	14 56.0	3 12.0		25 19.8
Oklahoma		5 100.0			5 4.0
South Carolina	2 20.0	6 60.0	2 20.0		10 7.9
Tennessee	3 33.3	4 44.4	2 22.2		9 7.1
Texas	2 12.5	10 62.5	4 25.0		16 12.7
West Virginia		1 100.0			1 0.8
Virginia	2 15.4	9 69.2	2 15.4		13 10.3
Total	28 22.2	78 61.9	19 15.1	1 0.8	126 100.0

46. Which setting best describes the location of your college?
(if multi-campus, check all that apply)

	Urban	Suburban	Rural
State	N %	N %	N %
Alabama	3 21.4	5 35.7	9 64.3
Arkansas	2 28.6	1 14.3	4 57.1
Florida	7 28.0	12 48.0	9 36.0
Georgia		4 36.4	7 63.6
Kentucky	2 18.2	2 18.2	9 81.8
Louisiana		2 50.0	2 50.0
Maryland	2 11.8	9 52.9	7 41.2
Mississippi	1 7.7	2 15.4	11 84.6
North Carolina	7 13.5	5 9.6	41 78.8
Oklahoma	3 42.9		4 57.1
South Carolina	4 28.6	3 21.4	10 71.4
Tennessee	2 16.7	3 25.0	7 58.3
Texas	13 30.2	16 37.2	20 46.5
West Virginia			1 100.0
Virginia	4 17.4	8 34.8	15 65.2
Total	50 19.7	72 28.3	156 61.4

47. What types of awards are granted at your institution?
(check all that apply)

	Associate in Arts (AA)	Associate in Science (AS)	Associate in Applied Science (AAS)	Associate in Applied Arts (AAA)	Associate in Arts and Sciences (AA&S)	Certificate (one year)	Certificate (less than one year)	Diploma (more than one year of study)	Other
State	N %	N %	N %	N %	N %	N %	N %	N %	N %
Alabama	14 100.0	14 100.0	13 92.9			12 85.7	4 28.6	4 28.6	1 7.1
Arkansas	7 100.0	1 14.3	7 100.0			7 100.0	1 14.3		3 42.9
Florida	25 100.0	24 96.0	1 4.0			20 80.0	11 44.0	3 12.0	2 8.0
Georgia	10 90.9	10 90.9	11 100.0			9 81.8	3 27.3		
Kentucky	11 100.0	11 100.0	11 100.0	1 9.1					
Louisiana	3 75.0	3 75.0	1 25.0			4 100.0	1 25.0		1 25.0
Maryland	17 100.0	10 58.8	13 76.5			16 94.1	8 47.1		3 17.6
Mississippi	13 100.0	5 38.5	10 76.9			13 100.0	4 30.8	3 23.1	4 30.8
North Carolina	37 71.2	25 48.1	48 92.3	3 5.8	6 11.5	41 78.8	41 78.8	40 76.9	15 28.8
Oklahoma	7 100.0	7 100.0	7 100.0	1 14.3		5 71.4	2 28.6		
South Carolina	14 100.0	14 100.0	4 28.6		1 7.1	12 85.7	9 64.3	10 71.4	1 7.1
Tennessee	10 83.3	10 83.3	12 100.0			10 83.3	7 58.3		
Texas	39 90.7	30 69.8	42 97.7	5 11.6	7 16.3	42 97.7	23 53.5	3 7.0	4 9.3
West Virginia	1 100.0	1 100.0	1 100.0			1 100.0			
Virginia	8 34.8	8 34.8	23 100.0	2 8.7	17 73.9	23 100.0	18 78.3	11 47.8	4 17.4
Total	216 85.0	173 68.1	204 80.3	12 4.7	31 12.2	215 84.6	132 52.0	74 29.1	38 15.0

48. Does your institution have an open admission policy

To the institution?

	Yes	No	
State	N %	N %	Total N %
Alabama	14 100.0		14 5.5
Arkansas	7 100.0		7 2.8
Florida	25 100.0		25 9.8
Georgia	10 90.9	1 9.1	11 4.3
Kentucky	11 100.0		11 4.3
Louisiana	4 100.0		4 1.6
Maryland	17 100.0		17 6.7
Mississippi	12 92.3	1 7.7	13 5.1
North Carolina	52 100.0		52 20.5
Oklahoma	7 100.0		7 2.8
South Carolina	13 92.9	1 7.1	14 5.5
Tennessee	12 100.0		12 4.7
Texas	43 100.0		43 16.9
West Virginia	1 100.0		1 .4
Virginia	22 95.7	1 4.3	23 9.1
Total	250 98.4	4 1.6	254 100.0

48. Does your institution have an open admission policy

To all programs?

	Yes	No	
State	N %	N %	Total N %
Alabama	4 28.6	10 71.4	14 5.7
Arkansas		6 100.0	6 2.4
Florida	8 32.0	17 68.0	25 10.1
Georgia	1 10.0	9 90.0	10 4.0
Kentucky		11 100.0	11 4.5
Louisiana	3 75.0	1 25.0	4 1.6
Maryland	3 20.0	12 80.0	15 6.1
Mississippi	3 25.0	9 75.0	12 4.9
North Carolina	8 15.7	43 84.3	51 20.6
Oklahoma	1 14.3	6 85.7	7 2.8
South Carolina	2 14.3	12 85.7	14 5.7
Tennessee	3 27.3	8 72.7	11 4.5
Texas	5 11.6	38 88.4	43 17.4
West Virginia		1 100.0	1 .4
Virginia	2 8.7	21 91.3	23 9.3
Total	43 17.4	204 82.6	247 100.0

48. Does your institution have an open admission policy

To all courses?

	Yes	No	
State	N %	N %	Total N %
Alabama	4 28.6	10 71.4	14 5.8
Arkansas	1 16.7	5 83.3	6 2.5
Florida	9 36.0	16 64.0	25 10.3
Georgia	1 10.0	9 90.0	10 4.1
Kentucky	3 30.0	7 70.0	10 4.1
Louisiana	3 75.0	1 25.0	4 1.7
Maryland	2 13.3	13 86.7	15 6.2
Mississippi	3 25.0	9 75.0	12 5.0
North Carolina	7 14.9	40 85.1	47 19.4
Oklahoma	1 14.3	6 85.7	7 2.9
South Carolina	2 14.3	12 85.7	14 5.8
Tennessee	1 9.1	10 90.9	11 4.5
Texas	3 7.0	40 93.0	43 17.8
West Virginia		1 100.0	1 .4
Virginia		23 100.0	23 9.5
Total	40 16.5	202 83.5	242 100.0

Q1. Which of the following best describes the organizational structure of the delivery system for developmental courses at your institution?

	Separate comprehensive division	Separate developmental dept in division	Separate depts by develop discipline	Developmnl courses embedded in disciplines	Other	Row Total
Q44	N %	N %	N %	N %	N %	N %
Positive Evaluation	49 83.1	22 66.7	15 65.2	64 56.1	13 59.1	163 64.9
Negative Evaluation	10 16.9	11 33.3	8 34.8	50 43.9	9 40.9	88 35.1
Column Total	59 23.5	33 13.1	23 9.2	114 45.4	22 8.8	251 100.0

Q2. Who has first-line academic administrative responsibility for developmental education?

	Division Chair, Dean or Director	- Department Chair - Teaching faculty (with or without release time) - No coordinative admin for developmental educ	Row Total
Q44	N %	N %	N %
Positive Evaluation	97 71.3	63 56.8	160 64.8
Negative Evaluation	39 28.7	48 43.2	87 35.2
Column Total	136 55.1	111 44.9	247 100.0

Q4. Who selects the test(s) used for placement in developmental courses?

	Admissions or enrollment services office	Appropriate academic departments or disciplines	Counseling services	Separate office for assessment and testing	Other	Row Total
Q44	N %	N %	N %	N %	N %	N %
Positive Evaluation	31 70.5	56 53.3	8 50.0	18 85.7	75 75.0	188 65.7
Negative Evaluation	13 29.5	49 46.7	8 50.0	3 14.3	25 25.0	98 34.3
Column Total	44 15.4	105 36.7	16 5.6	21 7.3	100 35.0	286 100.0

Q6. What best describes the process used to assign your faculty to developmental courses?

	Faculty voluntarily choose to work with developmental students	Faculty are administratively assigned to work with developmental students	Faculty are hired specifically to work with developmental students	Row Total
Q44	N %	N %	N %	N %
Positive Evaluation	31 58.5	55 55.0	111 71.6	197 64.0
Negative Evaluation	22 41.5	45 45.0	44 28.4	111 36.0
Column Total	53 17.2	100 32.5	155 50.3	308 100.0

Q8a. What portion of your faculty who teach developmental courses received (or receives) special training to work with developmental education students? Full-time faculty

	All	Some	None	Row Total
Q44	N %	N %	N %	N %
Positive Evaluation	55 85.9	94 61.4	12 38.7	161 64.9
Negative Evaluation	9 14.1	59 38.6	19 61.3	87 35.1
Column Total	64 25.8	153 61.7	31 12.5	248 100.0

Q8b. What portion of your faculty who teach developmental courses received (or receives) special training to work with developmental education students? Part-time faculty

	All	Some	None	Row Total
Q44	N %	N %	N %	N %
Positive Evaluation	26 86.7	100 68.5	24 41.4	150 64.1
Negative Evaluation	4 13.3	46 31.5	34 58.6	84 35.9
Column Total	30 12.8	146 62.4	58 24.8	234 100.0

Q21. Are any restrictions placed on the course (credit) load of students enrolled in developmental courses?

	Yes, restrictions are mandatory	Yes, restrictions are strongly recommended	No restrictions	Row Total
Q44	N %	N %	N %	N %
Positive Evaluation	26 63.4	77 72.6	59 56.7	162 64.5
Negative Evaluation	15 36.6	29 27.4	45 43.3	89 35.5
Column Total	41 16.3	106 42.2	104 41.4	251 100.0

Q36. Does your institution have a process for reviewing costs related to developmental education?

	Yes	No	Row Total
Q44	N %	N %	N %
Positive Evaluation	58 80.6	102 58.6	160 65.0
Negative Evaluation	14 19.4	72 41.4	86 35.0
Column Total	72 29.3	174 70.7	246 100.0

Q38. Have any state-wide studies been conducted on the cost of developmental education in your state?

	Yes	No	Row Total
Q44	N %	N %	N %
Positive Evaluation	32 80.0	127 61.4	159 64.4
Negative Evaluation	8 20.0	80 38.6	88 35.6
Column Total	40 16.2	207 83.8	247 100.0

Q40. In the past five years, has your institution considered ways to reduce the cost of your developmental education program without compromising the effectiveness of the program?

	Yes	No	Row Total
Q44	N %	N %	N %
Positive Evaluation	54 76.1	109 60.9	163 65.2
Negative Evaluation	17 23.9	70 39.1	87 34.8
Column Total	71 28.4	179 71.6	250 100.0

SURVEY OF DEVELOPMENTAL EDUCATION PRACTICES

EXEMPLARY PRACTICES: COST-EFFECTIVENESS IN DEVELOPMENTAL EDUCATION

1992-1994 GRANT PROJECT

Source of Funding:
Council of Higher Education for Virginia
Funds for Excellence Program

Directed By:
J. Sargeant Reynolds Community College

Please return completed survey in enclosed postage-paid envelope by **September 15, 1993.**

If another envelope is used, mail to:

Lonnie Schaffer
J. Sargeant Reynolds Community College
P. O. Box 85622
Richmond, Virginia 23285-5622

Phone: 804-371-3480
Fax: 804-371-3386

SURVEY OF DEVELOPMENTAL EDUCATION PRACTICES

Introduction

J. Sargeant Reynolds Community College has undertaken a two-year project to identify exemplary practices in community college developmental education and to recommend a model for developmental studies programs that will significantly impact student success while containing costs.

This project involves an examination of various instructional methodologies, organizational structures and funding patterns currently in practice for the delivery of developmental education in Virginia and the other 14 state members of the Southern Regional Education Board. The responses to the survey which follows will contribute significantly to the research necessary to complete this project. **A report on the results of this survey will be distributed to all respondents.**

We very much appreciate your cooperation.

Explanatory Notes Related to the Survey

For purposes of this survey, a *developmental course* is any course taught to prepare a student for college-level work; it is **not** what would be commonly thought of as a literacy course or Adult Basic Education. Other names frequently used for courses satisfying this definition for developmental are "remedial", "compensatory", and "basic skills".

A *developmental education program*, when referred to in this survey, is a composite of efforts intended to remediate students or to develop student abilities in particular discipline areas, as preparation for college-level work. This composite of efforts would include instruction in the discipline for the students' cognitive development, as well as any support services provided for the students' affective development. It is to be understood that the term "program" does not refer to a particular type of structure, but rather to a set of activities organized to bring about student readiness for college-level courses.

The responses to questions in this survey are to be based on current policies, practices, and demographics. We are not seeking responses in the form of "what should be," but rather "what is". Suggestions and recommendations for changes to practices and policies will be secured as another part of the project.

There are very few requests in this survey for numerical responses. Where these are asked for, your efforts to obtain this information in an exact form or as a close estimate will be very important.

Who Should Complete the Survey

We ask that one person at the college be designated as a contact who will have overall responsibility for completing this survey. This individual will most likely need to consult with other persons to answer some of the questions.

Please complete the following information for the contact person.

Name ____________________________

Title ______________________________

Telephone Number __________________

If you have any questions about the survey, please call Ms. Lonnie Schaffer at (804) 371-3480.

Please return the completed survey in the enclosed envelope by **September 15, 1993.**

Source of Funding: Council of Higher Education for Virginia, Funds for Excellence Program.
Grant title: *Exemplary Practices: Improving Cost-effectiveness of Developmental Programs in Virginia Community Colleges.* 7/93

SURVEY OF DEVELOPMENTAL EDUCATION PRACTICES

ORGANIZATION AND STAFFING

College efforts to meet the needs of underprepared students are characterized by the organizational structure of, and the faculty/staff resources allocated to, a delivery system for developmental education. The questions in this section ask you to identify how the developmental program at your institution is structured and staffed.

1. Which of the following best describes the organizational structure of the delivery system for developmental courses at your institution?

   (Note: Please provide us with a formal diagram or an informally drawn organizational chart indicating which units are involved in the administration and conduct of your developmental studies program.)

   ☐ A separate comprehensive division for developmental education (includes its own budget, faculty, ...)

   ☐ A separate department of developmental education contained within a traditional academic division (including math, English, ...)

   ☐ Separate departments or disciplines for developmental English and developmental mathematics contained within an academic division(s)

   ☐ Developmental courses embedded within a traditional academic department or discipline (void of any structural identity)

   ☐ Other ____

   ____

   ____

2. Who has first-line academic administrative responsibility for developmental education?

   ☐ Division Chair, Dean, or Director

   ☐ Department Chair

   ☐ Teaching faculty member(s) with release time (with or without an administrative title, such as program head)

   ☐ Teaching faculty member(s) without release time (with or without an administrative title)

   ☐ No coordinative administration specifically for developmental education

3. What best describes the relationship of student services, such as counseling and tutoring, to your delivery system for developmental education?

☐ Embedded within your delivery system for developmental education

☐ Administered through a separate division or department, not exclusively devoted to developmental education

☐ Other ______________________________

____

4. Who selects the test(s) used for placement in developmental courses?

Reading	Writing	Math	
☐	☐	☐	Admissions or enrollment services office
☐	☐	☐	Appropriate academic departments or disciplines
☐	☐	☐	Counseling services
☐	☐	☐	A separate office for assessment and testing
☐	☐	☐	Other ______________________________

5. Who administers the test(s) for placement in developmental courses?

Reading	Writing	Math	
☐	☐	☐	Admissions or enrollment services office
☐	☐	☐	Appropriate academic departments or disciplines
☐	☐	☐	Counseling services
☐	☐	☐	A separate office for assessment and testing
☐	☐	☐	Other ______________________________

6. What best describes the process used to assign your faculty to developmental courses?

☐ Faculty voluntarily choose to work with developmental students

☐ Faculty are administratively assigned to work with developmental students

☐ Faculty are hired specifically to work with developmental students

7. In which of the following areas is special training provided for faculty to work with developmental education students? (check all that apply)

☐ Techniques for instruction and student evaluation

☐ Applications of technology

☐ Counseling/Advising skills

☐ Developing course objectives and content

☐ Other ____

8. What portion of your faculty who teach developmental courses received (or receives) special training to work with developmental education students?

Full-time Faculty ☐ All ☐ Some ☐ None

Part-time Faculty ☐ All ☐ Some ☐ None

9. What professional development opportunities are provided by your institution for faculty to develop skills to work specifically with developmental education students? (check all that apply)

☐ Conferences on developmental education topics

☐ Release time for research or training

☐ Educational funds provided for specialized training
  ☐ Includes sabbatical ☐ Does not include funds for sabbatical

☐ No funds provided specifically for developmental education training

☐ Other ____

10. In terms of faculty utilization, who are the providers of instruction for the developmental courses at your institution? Estimate the percentage of the total developmental course load taught by:

Reading	Writing	Math	
______%	______%	______%	Full-time faculty who teach developmental courses only
______%	______%	______%	Full-time faculty who teach both developmental and college-level courses
______%	______%	______%	Part-time faculty
______%	______%	______%	Other (i.e., contractual arrangements with high schools)
100%	100%	100%	

11. What is the total FTE teaching faculty committed to developmental courses in:

Reading? ______________

Writing? ______________

Math? ______________

12. In addition to teaching faculty, what other personnel are used to support your delivery system for developmental education? (check all that apply)

☐ Lab/teaching assistants

____ Number employed full-time
____ Number employed part-time

☐ Counselors, whose primary responsibility is developmental students

____ Number employed full-time
____ Number employed part-time

☐ Counselors, whose responsibilities include developmental students

____ Number employed full-time
____ Number employed part-time

☐ Peer tutors

[ ] Paid by institution
[ ] Paid by student
[ ] Not paid (volunteer)

☐ Other ____

____

13. Has your institution changed the structure of its delivery system for developmental education in the past ten years?

______Yes ______No

If yes, what change(s) was(were) made? ______________________________

____

____

Did the change(s) improve the effectiveness of your developmental education program?

______Yes ______No

How do you know? ______________________________________

____

BEST COPY AVAILABLE

POLICIES AND PROCEDURES FOR PLACEMENT AND INSTRUCTION

Questions in this section focus on the issues of appropriate placement into courses and the standards related to placement **after students are admitted** to the college. You are also asked to identify institutional policies related to course credit, course length, grading, and class size.

14. What assessment measures are used for placement purposes to identify students "at risk" ? (check all that apply)

☐ High school grades

☐ Previous college-level course work

☐ Test scores from college entrance exams (ACT, SAT, etc.)

☐ Locally developed placement tests
Computerized [ ] Yes [ ] No

☐ Standardized, nationally normed placement tests
Computerized [ ] Yes [ ] No

☐ Criterion referenced tests (based upon prerequisite skills for a specific college-level course)
Computerized [ ] Yes [ ] No

☐ Personality/learning styles inventories
Computerized [ ] Yes [ ] No

☐ Writing sample

☐ Other ______________________________

____

IF YOU DO NOT USE PLACEMENT TESTS, GO TO QUESTION 20.

15. Which of the following describe your college's policy for placement testing?

Reading	Writing	Math	
☐	☐	☐	Students' option to take the placement test(s)
☐	☐	☐	Mandatory testing for all students enrolling at the college for the first time
☐	☐	☐	Mandatory testing for students prior to admission to any curriculum or major (award-seeking--degree, diploma, certificate)
☐	☐	☐	Mandatory testing for students prior to admission to certain designated curriculums or majors only
☐	☐	☐	Mandatory testing for students prior to enrollment in certain courses
☐	☐	☐	Other ____

Approximately how many students were tested at your institution in Fall 1992 in

Reading? ____________________

Writing? ____________________

Mathematics? ____________________

16. Under what conditions are placement tests waived? (check all that apply)

☐ On the basis of High School grades

☐ On the basis of ACT/SAT scores

☐ On the basis of success in previous college course work

☐ On the basis of successfully completed developmental courses

☐ No waivers are permitted

17. What retest options for placement tests are permitted?

☐ Unlimited retests permitted

☐ Limited retests permitted

☐ No retest permitted

BEST COPY AVAILABLE

18. How are cut-off scores determined for appropriate course placement? (enter the appropriate letter(s) for each content area)

Reading	Writing	Math	
☐	☐	☐	Based on locally developed norms
☐	☐	☐	Based on nationally developed norms
☐	☐	☐	Based on grade-level equivalencies
☐	☐	☐	Based on specific deficiencies identified and the competencies required

19. Relative to placement test results, is there a level below which students are referred to public schools or other local or community agencies rather than your own college services for removing deficiencies?

In reading? ______Yes ______No

In writing? ______Yes ______No

In mathematics? ______Yes ______No

If yes, what are the established levels? ____

____

20. If assessment results indicate students' need for developmental course(s), is it mandatory that these courses be successfully completed before attempting:

For developmental math: College-level math? College-level non-math courses?

______Yes ______No ______Yes ______No

For developmental writing: Freshman English? College-level non-English courses?

______Yes ______No ______Yes ______No

For developmental reading: Specifically identified credit courses?

______Yes ______No

21. Are any restrictions placed on the course (credit) load of students enrolled in developmental courses?

☐ Yes, restrictions are mandatory

☐ Yes, restrictions are strongly recommended

☐ No restrictions

If yes, what limits are used? ______________________________

____

22. If unsuccessful in completing a developmental course in the first attempt, are students permitted to repeat or re-enroll in your developmental courses for additional terms?

☐ Yes, unlimited repeats permitted

☐ Yes, limited repeats permitted

How many total enrollments in the same course are permitted? ________

☐ No, repeats are not permitted

23. What kind of grading scale is used in developmental courses? (check all that apply)

☐ Traditional (A,B,C,...)

☐ Successful/Unsuccessful (S, U)

☐ Pass/Fail (P, F)

☐ Other, e.g., Re-enroll or Repeat (R) ______________________________

____

24. What kind of credit is given for developmental courses?

☐ Degree credit (applicable to an award)

☐ Institution credit only (not applicable to an award)

☐ No credit awarded

25. If credit is awarded for developmental courses, do grades earned contribute to the student's Grade Point Average?

______Yes ______No

BEST COPY AVAILABLE

26. Which of the following **best** describes the calendar format used for developmental courses?

☐ Semester length

☐ Quarter length

☐ Less than a semester or quarter length (fixed time; not open exit)

☐ Open exit upon completion of specific competencies

☐ Other ____

____

27. Are class sizes in developmental courses limited by policy?

In reading? ______Yes ______No

In writing? ______Yes ______No

In mathematics? ______Yes ______No

If yes, define size limits ____

____

____

____

	1-10	11-15	16-20	21 and over
What is the usual class size in developmental reading?	☐	☐	☐	☐
What is the usual class size in developmental writing?	☐	☐	☐	☐
What is the usual class size in developmental mathematics?	☐	☐	☐	☐

INSTRUCTIONAL DELIVERY

In addition to the organizational structure of courses and activities in a developmental program, colleges must also consider questions of what and how instruction will take place. This section deals with institutional practices for determining course content and developing instructional strategies. The questions in this section should be answered based on your college's current institutional practices rather than an ideal which your college wishes to achieve.

28. Which of the following instructional delivery formats are used for developmental courses at your institution? (check all that apply)

Reading	Writing	Math	
☐	☐	☐	Primarily lecture
☐	☐	☐	Small group collaborative learning environment
☐	☐	☐	Combination of lecture and optional learning lab
☐	☐	☐	Combination of lecture and required learning lab
☐	☐	☐	Self-paced study in a supervised lab using written materials only
☐	☐	☐	Self-paced study in a supervised lab with computer-assisted instruction
☐	☐	☐	Self-paced, independent study using written materials only
☐	☐	☐	Self-paced, independent study with computer instruction
☐	☐	☐	Other (Specify) ________________________

____

____

29. If more than one instructional delivery format is used, do students have a choice of which one they take?

______Yes ______No

Have you conducted a formal evaluation comparing student success or satisfaction with the different formats?

______Yes ______No

If yes, briefly describe results ________________________________

____

____

30. If a pre-test is administered within the developmental course, how is this pre-test used? (check all that apply)

Reading	Writing	Math	
☐	☐	☐	No pre-test administered
☐	☐	☐	Pre-test used to confirm appropriate placement
☐	☐	☐	Pre-test used to diagnose student's deficiencies
☐	☐	☐	Pre-test used to set a base line for post-test comparisons

31. If a post-test is administered within the developmental course, how is this post-test used? (check all that apply)

Reading	Writing	Math	
☐	☐	☐	No post-test administered
☐	☐	☐	Post-test used to determine student readiness for next sequenced developmental course or for college-level work
☐	☐	☐	Post-test used to determine grade in developmental course
☐	☐	☐	Post-test in combination with pre-test or placement test used to assess "value added"

32. In addition to cognitive skills related to specific course content, what other skills are taught in the formal context of your developmental program? (check all that apply)

☐ None; skills taught in content areas only

☐ Motivational or inter-personal skills

☐ Career development and job skills

☐ Study skills/testing skills

☐ Critical thinking skills

33. Who is involved in determining the specific discipline content and skills to be taught in your developmental courses?

☐ Faculty who teach developmental courses only

☐ Faculty who teach a combination of developmental and specific discipline related courses or discipline related courses only

☐ A collaborative group of cross-discipline faculty and/or counselors

☐ Other ____

FUNDING FOR DEVELOPMENTAL EDUCATION

Today's higher education environment calls for effective management of resources as well as accountability for student success. Questions in this section focus on funding and cost information, related to developmental education, available to decision makers at your institution.

34. How are funds allocated for developmental courses? (check all that apply)

☐ Basic budget plus adjustment for enrollment changes

☐ Based on established student to faculty funding ratio

☐ A fixed sum negotiated in the budget development process

☐ Wholly by grant funds

☐ Basic budget supplemented by performance funding based on success in achieving goals

☐ Basic budget supplemented by grant funds

☐ Budget wholly funded or supplemented by special fees in addition to tuition

35. What percentage of your institution's total 1992-93 instructional budget was devoted to developmental education? (If an exact or close estimate is not available, check unknown)

_____% _____Unknown

36. Does your institution have a process for reviewing costs related to developmental education?

______Yes ______No

If yes, briefly describe the process used and identify the data elements used in the costing analysis: ____________________

____

____

____

37. Has your institution done any costing studies related to your developmental program?

______Yes ______No

If yes, how do we request a copy? ____________________

____

38. Have any state-wide studies been conducted on the cost of developmental education in your state?

______Yes ______None that I'm aware of

If yes, how do we request a copy? ____________________

____

39. What was the Fall 1992 percentage of students enrolled in developmental courses at your institution who received financial assistance to help pay for college expenses? (If an exact or close estimate is not available, check unknown)

______% ______Unknown

40. In the past five years, has your institution considered ways to reduce the cost of your developmental education program without compromising the effectiveness of the program?

______Yes ______No

If yes, what cost savings measures have been considered?

____

____

____

ASSESSING THE EFFECTIVENESS OF DEVELOPMENTAL PROGRAMS

To evaluate the effectiveness of developmental programs, measures of student success need to be identified and data need to be generated to demonstrate achievement of program goals. The purpose of this section of questions is to identify evaluation models for examining the relationship of structure, instructional delivery, staffing, and funding variables to the effectiveness of developmental programs.

41. Which of the following describes how your developmental program is evaluated? (Check only those considered to be your major assessment efforts.)

☐ Developmental program is not evaluated

☐ A comprehensive, systematic evaluation completed in a regular cycle of program review

☐ Regular or ad hoc reports generated by developmental program faculty

☐ Review of end-of-course student evaluations

☐ Periodic review of reports generated by the Assessment or Institutional Research Office (i.e., annual tracking studies, student demographics)

☐ Other (please describe) ____

____

IF YOUR DEVELOPMENTAL PROGRAM IS NOT EVALUATED, GO TO QUESTION 44.

42. Who is responsible for evaluating your developmental studies program?

☐ Instructional faculty

☐ Academic administrators

☐ Assessment and evaluation office

☐ Other ____

43. In the evaluation of your developmental program, which of the following factors are considered? (check all that apply)

☐ Student demographics (including age, educational background)

☐ Student completion rates in developmental courses

☐ Student completion rates in college-level courses after completing a developmental course

☐ Student's cumulative grade point average (GPA)

☐ College retention rates of students who completed one or more developmental courses

☐ Graduation rates of students who completed one or more developmental courses

☐ Faculty satisfaction with the developmental program

☐ Student satisfaction with the developmental program

☐ Other ____

____

44. If all of your full-time college faculty were polled, in your opinion how would they assess the effectiveness of the developmental program with respect to preparing students for college-level work?

______Very effective

______Quite effective

______Somewhat effective

______Needs some major improvement

45. Are students asked to evaluate the success of the developmental program in preparing them for college-level work?

______Yes ______No

If yes, what best describes the overall student evaluation of the program?

______Very effective

______Quite effective

______Somewhat effective

______Needs some major improvement

INSTITUTIONAL INFORMATION

46. Which setting best describes the location of your college? (if multi-campus, check all that apply)

☐ Urban

☐ Suburban

☐ Rural

47. What types of awards are granted at your institution? (check all that apply)

☐ Associate in Arts (AA)

☐ Associate in Science (AS)

☐ Associate in Applied Science (AAS)

☐ Associate in Applied Arts (AAA)

☐ Associate in Arts and Sciences (AA&S)

☐ Certificate (one year)

☐ Certificate (less than one year)

☐ Diploma (more than one year of study)

☐ Others (please list) ____

____

48. Does your institution have an open admission policy

To the institution? ______Yes ______No

To all programs? ______Yes ______No

To all courses? ______Yes ______No

49. What was your Fall 1992 enrollment?

_________Headcount _________FTE based on:
[ ] 12 credits
[ ] 15 credits

50. What percent of the above headcount was enrolled in at least one developmental course in the Fall 1992?

_________%

51. What institutional FTE was generated by developmental courses in the Fall 1992?

_________FTE based on: [ ] 12 credits
[ ] 15 credits

**THANK YOU FOR YOUR ASSISTANCE IN THIS PROJECT.
YOUR COOPERATION IS VERY MUCH APPRECIATED.**

Do you have any additional comments?